Interreg

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NEXT Black Sea Basin

green mascot

GREENMASCOT TOOLKIT

"The RACE TO SUSTAINABILITY"



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The GreenMascot Toolkit is a practical resource developed to help local authorities, sports organisations, schools and community stakeholders plan and implement environmental sustainability actions in and through sport.

It responds to two connected challenges: the need to reduce the environmental footprint of sports activities and events, and the opportunity to use sport as a visible and engaging platform for environmental awareness and behaviour change.

The Toolkit translates the objectives of the GreenMascot project into practical guidance that can be adapted to different local contexts across the Black Sea Basin region. It includes recommendations, examples, checklists, indicators and templates that support the planning, implementation and evaluation of greener sports events, awareness campaigns, educational activities, training and certification-related actions.

The Toolkit should be used as a flexible working resource. Users are encouraged to select the sections and tools that are most relevant to their needs, adapt them to local conditions and build on experience gained through implementation.

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1. Introduction

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1.1 Purpose of the Toolkit

The purpose of the GreenMascot Toolkit is to help municipalities, sports organisations, schools and other local stakeholders move from general environmental awareness to practical and measurable action.
Sports activities can create environmental impacts through transport, energy and water use, waste generation, food and drink consumption, equipment, infrastructure and the use of natural areas. At the same time, sport has a strong social and educational influence and can reach athletes, students, families, supporters, volunteers and wider communities.

The Toolkit therefore supports two main aims:

- reducing the environmental impact of sports activities, events and facilities;
- using sport to promote environmental awareness and more sustainable behaviour.

The guidance is designed to be practical and adaptable rather than prescriptive. A small sports club may use a simple checklist and focus on one or two priority actions, while a municipality may combine several sections of the Toolkit to coordinate a broader local initiative involving sports organisations, schools and community partners.
The Toolkit can be used for individual activities, such as a sports event, school workshop or awareness campaign, or as part of a longer-term sustainability programme.
Users should focus on actions that are realistic, measurable and proportionate to their available resources. The emphasis is on learning through implementation, reviewing results and improving future activities.
The Toolkit should be used together with relevant national legislation, municipal regulations and technical or safety requirements where applicable.

Practical recommendations

1

Start with a simple assessment of current practices and the main environmental impacts connected with the activity.

2

Select a limited number of realistic priorities.

Define clear responsibilities, actions and expected results.

3

Involve relevant stakeholders from the planning stage.

Use simple indicators that can be monitored consistently.

4

Adapt the Toolkit to the size, resources and local context of the organisation.

Record evidence of implementation and use the results to improve future actions.

1.2 Link with the GreenMascot Project Objectives

The GreenMascot Toolkit is one of the main practical instruments for achieving the objectives of the GreenMascot project.

The overall project objective is to strengthen the capacity of local administrations in the Black Sea Basin region to use the communicative power of sport to raise environmental awareness, encourage environmentally friendly behaviour and contribute to the protection of nature, biodiversity, green infrastructure, marine and coastal ecosystems and the reduction of pollution.

The Toolkit contributes to this objective in four main areas.

Building local capacity

1

The Toolkit provides practical guidance that can help local authorities and their partners plan, coordinate, implement and evaluate environmental initiatives in and through sport.

Reducing the environmental impact of sport

2

The Toolkit supports practical measures related to transport, waste, energy, water, food and drink, procurement, infrastructure and the responsible use of natural areas.

Using sport for awareness and behaviour change

3

The Toolkit supports awareness campaigns, educational activities, training, interactive tools and other actions that use sport to encourage more environmentally responsible behaviour.

Supporting cross-border cooperation

4

The Toolkit provides a common framework that can be adapted in different partner countries and used to exchange experience, compare approaches and transfer successful practices across the Black Sea Basin region.

The project follows a “learning by doing” approach. The Toolkit is intended to be used during training and tested through practical sports events and awareness activities in the participating countries.

When planning an activity, users should be able to answer four basic questions:

What environmental issue does the activity address?
Who should be involved or influenced?
What practical change is expected?
How will the result be monitored and communicated?
These questions help ensure that local activities remain connected with the wider GreenMascot objectives.

Practical recommendations

1. Link each activity to a clear environmental or capacity-building objective.
2. Define expected results rather than relying only on general environmental messages.
3. Involve organisations from different sectors where this adds value.
4. Use common tools and indicators where results need to be compared or shared.



Example / good practice

A municipality and a local sports club may jointly organise a GreenMascot sports event focused on reducing plastic waste and protecting the local coastal environment.
The municipality can coordinate waste collection, provide reusable drinking options and involve an environmental organisation. The sports club can appoint athletes as GreenMascot ambassadors and promote the campaign among participants and supporters. A school can prepare short educational messages or creative activities linked to the selected environmental cause.
The partners can then record the amount of waste collected, the number of participants reached and the feedback received. The results can be shared with project partners in other countries and used to improve future events.
This example contributes simultaneously to environmental action, public awareness, stakeholder cooperation, capacity building and cross-border exchange.

1.3 Target Groups and Role of Local Authorities

The GreenMascot Toolkit is intended for stakeholders who can contribute to environmental sustainability in and through sport.
The main target groups include:

Local authorities and municipal administrations
Local authorities play a central coordinating role. Relevant departments may include sport, youth, education, environment, public events, infrastructure, transport, waste management and communication.

Sports organisations and sports clubs
Sports clubs, associations, event organisers and facility operators can directly influence the environmental impact of training, competitions, facilities and public events.

Schools, teachers and student
Schools and physical education teachers can connect environmental learning with sport, movement and practical activities. Students can participate in campaigns, competitions, workshops and sustainability actions.

1.3 Target Groups and Role of Local Authorities

The GreenMascot Toolkit is intended for stakeholders who can contribute to environmental sustainability in and through sport. This includes athletes, coaches and volunteers, citizens and supporters, environmental organisations, local businesses and service providers.

The project also identifies local authorities, sports organisations, students, teachers and citizens as key beneficiaries. Local authorities have an important role as coordinators, facilitators and long-term supporters of GreenMascot actions.

Their role may include:

1. identifying local environmental and sporting priorities

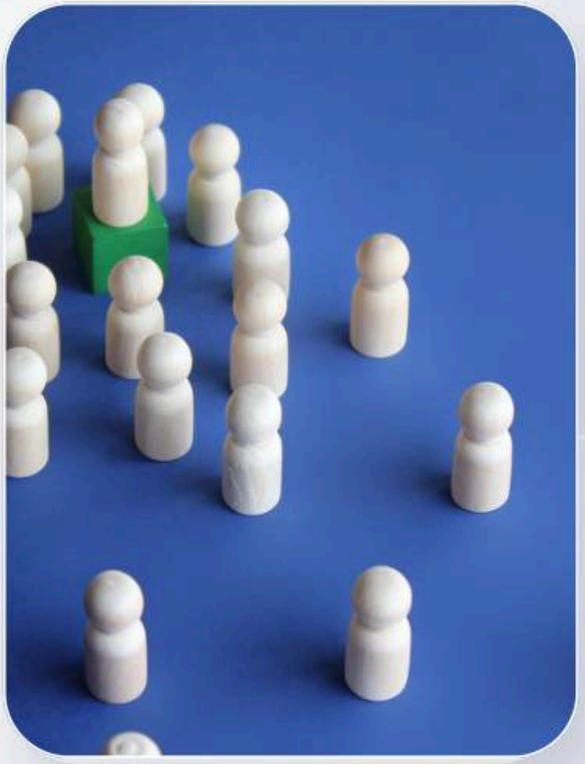
2. bringing together relevant municipal departments and external stakeholders;

3. supporting greener practices in sports events and facilities;

4. encouraging cooperation with sports organisations and schools;

5. supporting awareness and communication activities;

6. helping collect and review results;



Practical recommendations

1

Appoint one clear local coordinator.

Identify the stakeholders needed for the activity before detailed planning begins.

2

Define responsibilities early.

Use existing municipal, school and sports networks wherever possible.

3

Give sports organisations and schools an active role in planning.

Keep requirements proportionate for smaller organisations.

4

Review results jointly after implementation.



Example / good practice

A municipality planning a community sports event may create a small GreenMascot working group involving the municipal sports and environment departments, a local sports club, a school and an environmental organisation.

The municipality coordinates the event and provides the venue. The sports club introduces waste-reduction measures and communicates the environmental cause to athletes and supporters. The school prepares a short educational activity, while the environmental organisation advises on waste separation and protection of the local natural area.

An athlete or coach acts as a GreenMascot ambassador during the event. After the activity, the partners review participant numbers, waste results, feedback and lessons learned. The municipality can then use this experience when planning future events or supporting other local sports organisations.

This type of cooperation demonstrates that each stakeholder contributes according to its own role and capacity.

1.4 How to Use the Toolkit

The GreenMascot Toolkit is designed as a flexible working resource. It may be used from beginning to end as a complete sustainability process or consulted selectively when a municipality, sports organisation, school or other stakeholder needs guidance on a specific activity.

Users do not need to apply every section or tool at the same time. The content should be adapted to the size of the organisation, the type of sport, the available resources, the local environmental context and the level of previous experience. A small sports club may begin with a short checklist and one priority action, while a municipality may use several sections to coordinate a broader programme involving multiple departments, sports organisations and schools.

The Toolkit is organised into thematic sections that follow the main stages of planning and implementing sustainability action in and through sport:

1 Section
introduces the purpose, objectives, target groups and overall use of the Toolkit.

2 Section
explains sustainability in and through sport, including the environmental footprint of sport and its potential to influence awareness and behaviour.

3 Section
provides guidance for organising sports events with a lower environmental impact.

4 Section
supports the planning and implementation of public awareness campaigns through sport.

5 Section
focuses on educational and information materials for sports organisations, schools and local communities.

6 Section
covers training, workshops and capacity building.

7 Section
explains how the GreenMascot Certificate can be used to recognise and encourage environmental action by sports organisations.

8 Section
provides guidance on monitoring, evaluation, long-term integration and transfer to other municipalities and organisations.

Define the purpose

Decide whether the Toolkit will be used for a sports event, awareness campaign, school activity, training programme, certification process or longer-term municipal initiative.



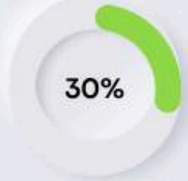
Review the local situation

Identify current practices, the main environmental impacts, existing partnerships, available resources and capacity gaps.



Select the relevant sections and annexes

Use only the materials needed for the planned activity. For example, an event organiser may focus on Sections 3 and 8 together with Annexes A1-A3.



Adapt the tools

Modify checklists, responsibilities, indicators and timelines so that they reflect local legislation, organisational capacity and the characteristics of the sport or venue.



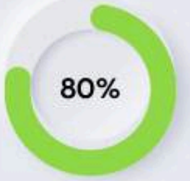
Agree responsibilities

Identify a lead organisation or coordinator and clarify the roles of municipal departments, sports clubs, schools, suppliers, volunteers and other partners.



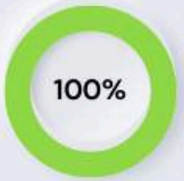
Implement the planned actions

Use the relevant checklists and templates during preparation and delivery. Record decisions, participant involvement and evidence of implementation.



Monitor and evaluate

Select a small number of realistic indicators, review what worked and identify areas for improvement.



Communicate and continue

Share results with participants, citizens and partner organisations. Integrate successful actions into future events, annual sports calendars or organisational procedures.

Practical recommendations

1

Begin by defining the specific activity or problem for which the Toolkit will be used.

Select only the sections, checklists and templates that are relevant to the local initiative.

2

Adapt the tools to local conditions instead of applying them mechanically.

Assign one coordinator to manage the use of the Toolkit and maintain the completed documents.

3

Use a limited number of measurable indicators that can realistically be monitored.

Keep evidence such as completed checklists, photographs, participant lists, feedback and monitoring data.

4

Review the Toolkit after each activity and record any changes needed for future use.

Select only the sections, checklists and templates that are relevant to the local initiative.

2.Sustainability in and through Sport

2.1
Environmental Footprint of Sport

2.2
Sport as a Tool for Awareness Raising and Behaviour Change

2.3
Role of Local Authorities, Sports Organisations, Schools and Citizens

2.4
Sustainability Challenges and Opportunities in the Black Sea Basin Region

2.1 Environmental Footprint of Sport

Sport can create environmental impacts through the operation of sports facilities, training sessions, competitions, community activities and the movement and consumption patterns of participants and spectators. The scale and type of these impacts depend on factors such as the activity, venue, infrastructure, number of participants and local environmental conditions.

For local authorities, sports organisations and schools, understanding the environmental footprint of sport does not require measuring every possible impact. The practical objective is to identify the environmental areas that are most relevant to a particular facility or activity and focus available resources on realistic improvements.

The main areas to consider include:

- Energy and emissions - Lighting, heating, cooling, ventilation, hot water and sports equipment
- Transport and mobility - Travel by athletes, staff, spectators, volunteers and suppliers
- Water - Showers, toilets, cleaning, irrigation and drinking-water facilities
- Waste and materials - Disposable products, packaging, printed materials, equipment and waste separation
- Food and drink - Packaging, food waste, reusable service items and refill options
- Natural areas and biodiversity - Impacts on parks, forests, rivers, coastal areas, soil, vegetation and wildlife
- Noise and lighting - Possible disturbance to nearby communities and sensitive natural areas

Practical recommendations

1

Focus on the environmental impacts that matter most

Consider the type of sport, venue, number of participants, infrastructure and surrounding environment. Not every environmental issue will be equally relevant to every activity.

2

Start with areas that can be directly influenced.

Give priority to practical issues such as unnecessary energy use, water leaks, disposable products, waste-bin placement, equipment use and participant information.

3

Reduce unnecessary consumption before considering major investments.

Switching off unused lighting and equipment, reducing unnecessary printing, preventing water loss and introducing reusable alternatives can provide immediate improvements with limited cost.

4

Consider environmental performance when purchasing materials and services.

Where feasible, favour durable, reusable, repairable or recyclable equipment and products, and reduce unnecessary packaging and short-life promotional materials

Practical recommendations

5

Pay particular attention to outdoor and environmentally sensitive locations.

Use existing routes and facilities where possible, minimise disturbance to vegetation, soil and wildlife, and consult the relevant local or environmental authority when activities may affect protected or sensitive areas.

6

Use simple and realistic evidence to understand progress.

Utility records, participant travel information, waste observations, numbers of avoided disposable items or recorded environmental incidents can provide useful information without creating an excessive administrative burden.

2.2 Sport as a Tool for Awareness Raising and Behaviour Change

Sport can be a powerful platform for environmental awareness and behaviour change because it combines regular participation, shared identity, teamwork and visible role models. For local authorities, sports organisations and schools, this creates an opportunity to move beyond simply communicating environmental information and encourage people to practise more sustainable behaviours in everyday sporting environments.

Awareness raising helps people recognise an environmental issue and understand why it matters. Behaviour change goes further by making a specific action easier to adopt and repeat. In sport, this may include bringing a reusable bottle, separating waste correctly, walking or cycling to an activity, using public transport, avoiding litter in natural areas or following environmental guidance during an event.

Information alone is rarely enough. A message is more likely to influence behaviour when the expected action is clear, practical and supported by the surrounding environment. For example, asking spectators to separate waste will have limited effect if collection points are difficult to find. The same message becomes more effective when bins are clearly labelled, conveniently located and supported by staff, volunteers or athletes demonstrating the expected behaviour.

Four principles are particularly useful when using sport to encourage environmental action:

Make the action social.

Use athletes, coaches, teachers, volunteers and peers to demonstrate and reinforce the behaviour.

Repeat and reinforce the action.

Integrate environmental behaviours into regular training, school activities, competitions and community events rather than relying on one-off communication.

Make the action easy.

Ensure that participants have the facilities, information and opportunities needed to follow the recommended behaviour.

Make the message clear.

Focus on one environmental issue and one practical action rather than broad or abstract messages.

Practical recommendations

1

Focus on one clear environmental behaviour.

Define the specific action participants should take, such as bringing a reusable bottle, separating waste correctly or using a more sustainable travel option.

2

Make the sustainable choice practical and accessible.

Environmental communication should be supported by suitable conditions, such as clearly labelled waste points, refill facilities, bicycle parking, public transport information or guidance for activities in natural areas.

3

Use trusted people as visible role models.

Athletes, coaches, teachers, team captains and volunteers can strengthen the credibility of environmental messages when they demonstrate the behaviour themselves.

4

Connect communication with active participation.

Where appropriate, use sport-based challenges, outdoor activities, games or practical environmental actions instead of relying only on posters, presentations or social-media messages.

Practical recommendations

5

Adapt communication to the target group and local context.

Use clear and inclusive language, age-appropriate activities and examples that reflect the environmental issues and sporting conditions of the local community.

6

Reinforce successful behaviours over time.

Repeat key actions during regular sports activities and provide participants with simple feedback about what their contribution achieved.

Awareness and behaviour-change activities should be monitored using a small number of indicators that show whether participants were reached, actively engaged and encouraged to take a practical action.

Possible core indicators include:

- **number of participants completing the environmental activity;**
- **percentage of participants carrying out the intended environmental action;**
- **number of environmental commitments or pledges made;**
- **change in responses to a simple pre- and post-activity question;**
- **number of follow-up or repeated activities.**

2.3 Role of Local Authorities, Sports Organisations, Schools and Citizens

Sustainable sport requires cooperation between local authorities, sports organisations, schools, environmental organisations, businesses and citizens.

Local authorities create the conditions for action, while sports organisations, schools and communities put sustainable practices into everyday use. Other stakeholders can provide expertise, services and practical support.

Responsibilities should reflect the role and capacity of each stakeholder.

Stakeholder / Main contribution

Existing local structures should be used wherever possible. Municipal departments, school networks, sports clubs, youth bodies and community organisations often already provide channels through which responsibilities can be coordinated without creating additional administrative structures.



Practical recommendations

1

Clarify what each actor can realistically contribute.

Allocate responsibilities according to institutional mandate, available resources and practical capacity.

2

Use existing local cooperation structures.

Build on municipal departments, sports clubs, schools, youth organisations and community networks instead of creating unnecessary new bodies.

3

Identify a clear contact point for coordination.

Participating organisations should know who to contact regarding implementation, information and follow-up.

4

Involve the people whose behaviour or activities will be affected.

Athletes, students, volunteers, supporters and families should have opportunities to contribute ideas and practical feedback.

Practical recommendations

5

Match environmental messages with practical support.

For example, waste-separation messages should be supported by suitable collection points, while sustainable mobility messages should include realistic travel information or facilities.

6

Include relevant external partners when specialist support is needed.

Environmental organisations, facility operators, transport providers, suppliers and local businesses can provide knowledge or services that municipalities and sports organisations may not have internally.

Local authorities and partner organisations should use a small number of indicators to understand whether cooperation is active and responsibilities are being implemented.

Possible core indicators include:



2.4 Sustainability Challenges and Opportunities in the Black Sea Basin Region

The Black Sea Basin includes territories with different environmental conditions, infrastructure and resources, but many face common challenges such as climate risks, pollution, pressure on natural areas and limited capacity for environmental action.

These challenges also affect sport through extreme weather, waste, high use of energy and water, and pressure on public and natural spaces.

At the same time, sport offers practical opportunities for local action through sports facilities, events, schools, clubs and active mobility such as walking and cycling.

Shared challenge / Opportunity through sport

Climate change and extreme weather

Adapt dates, routes and facilities and improve resilience of outdoor activities

Resource-intensive infrastructure

Introduce practical energy, water and material-efficiency measures

Pollution and litter

Combine sports participation with waste prevention and environmental awareness

Unequal local capacity

Use scalable actions that can be adapted to available staff and resources

Pressure on biodiversity and natural areas

Promote responsible outdoor sport and protection of sensitive locations

Different levels of public awareness

Use sport, schools and community participation to make environmental action visible

Practical recommendations

1

Focus on the regional challenges that are locally relevant.

Coastal pollution may be a priority for one municipality, while heat, water use, ageing infrastructure or limited mobility options may be more important elsewhere.

2

Adapt actions to available capacity.

Small municipalities, schools and community clubs should be able to begin with low-cost and manageable measures rather than complex environmental systems.

3

Take climate and environmental risks into account in sports activities

Consider extreme heat, flooding, storms, erosion and other local risks when using outdoor venues, routes and public spaces.

4

Protect sensitive natural areas.

Protect sensitive natural areas. Use existing paths and facilities where possible, minimise disturbance and seek advice from relevant environmental or protected-area authorities when necessary.

Practical recommendations

5

Use existing sports and community structures.

Integrate environmental actions into regular events, training, school activities and local sports programmes rather than creating separate initiatives whenever possible.

6

Adapt transferable practices rather than copying them directly.

Keep the core environmental objective but adjust the scale, target group, communication, responsibilities and infrastructure to local conditions.

Possible core indicators include:

1. Number of sports activities adapted in response to climate or environmental risks

2. Number of pollution-prevention or nature-protection measures introduced

3. Percentage of participants using walking, cycling, public transport or shared transport

4. Number of organisations involved in locally adapted environmental actions

5. Number of good practices adapted to local conditions

3.Organising Sustainable Sports Events with Low Environmental Impact

3.1
Planning Sports Events with a Low Environmental Footprint

3.2
Transport, Food and Drink, Waste, Infrastructure and Suppliers

3.3
Biodiversity Protection and Responsible Use of Resources

3.4
Spectator Engagement and Promotion of Environmentally Friendly Behaviour

3.5
Measuring the Environmental Impact of Sports Events

3.1 Environmental Footprint of Sport

The planning stage provides the best opportunity to prevent or reduce environmental impacts. Decisions made before an event determine many of its later impacts, including how participants travel, how much material is purchased, how waste is managed and whether local environmental sensitivities are adequately protected.
Organisers should therefore identify the main environmental priorities early and integrate them into the event plan alongside sporting, financial, safety and accessibility requirements. The aim is not to address every possible environmental issue, but to identify the most relevant impacts for the specific event and take practical measures to reduce them.

Practical steps:

1. Identify the main environmental impacts

Before making operational decisions, consider the characteristics of the event: its size, location, duration, expected number of participants and spectators, type of venue and available infrastructure. Identify the areas likely to generate the greatest environmental impacts, such as transport, energy, water, food, materials, waste or disturbance of natural areas.

2. Set a small number of clear environmental objectives

Select realistic priorities based on the identified impacts. Objectives may include reducing private car use, avoiding single-use materials, reducing food waste, increasing the use of reusable equipment or preventing impacts on nearby natural areas. Objectives should be specific enough to guide decisions and, where possible, measurable.

3. Select and assess the venue

Give preference to existing sports facilities and avoid unnecessary construction or land disturbance. When choosing a venue, consider access by public transport, walking and cycling, as well as energy, water, waste facilities and proximity to environmentally sensitive areas.

4. Plan transport before the event

Develop a simple mobility plan and provide clear information on public transport, walking, cycling, car-sharing and shared transport. Ensure that these options are practical and accessible for different mobility needs.

5. Include environmental requirements in procurement

Define simple sustainability requirements for suppliers, such as reduced packaging, reusable materials, local products, energy-efficient equipment and sustainable food or cleaning options. Include these requirements in supplier specifications or contracts where relevant.

6. Plan resource use and waste prevention

Estimate what is really needed and avoid unnecessary purchases. Prioritise reusable, repairable, rented or recyclable options, and plan waste collection in advance. Focus first on prevention and reuse, then recycling.

7. Identify environmental risks and assign responsibilities

Check possible impacts on biodiversity, water and public spaces, including noise, lighting, litter and temporary infrastructure. For each priority action, define what needs to be done, who is responsible and by when.

Planning Process

Although every sports event is different, a structured planning process helps ensure that environmental considerations are integrated consistently. Organisers are encouraged to follow a logical sequence of activities, beginning with the definition of sustainability objectives and ending with monitoring and evaluation.

A simple planning process includes:



Following these steps helps organisers move from general sustainability ambitions to practical implementation while ensuring that environmental considerations remain integrated throughout the event planning process.

3.2

Transport, Food and Drink, Waste, Infrastructure and Suppliers

Transport, catering, waste, infrastructure and procurement are key operational areas where event organisers can reduce environmental impacts. The most appropriate measures depend on the size, location and type of event, as well as on the infrastructure and services already available.

The aim is to make lower-impact options the practical and convenient choice for participants, spectators, staff and suppliers. Organisers should focus on preventing unnecessary resource use, reducing waste and emissions, and using existing facilities and services wherever possible.

Practical steps:

1.

Make sustainable transport options easy to use

Provide clear information on public transport, walking, cycling and car-sharing options before the event. Where possible, support shared transport and avoid unnecessary parking demand, while considering accessibility needs.

2.

Plan food and drink to minimise environmental impacts

Work with caterers to offer seasonal, local and plant-based options, avoid over-ordering, and reduce food waste. Use reusable serving items where possible and provide water refill points to limit disposable bottles.

3.

Prevent waste before the event takes place

Reduce unnecessary materials, packaging and disposable items. Use reusable signage or digital alternatives where possible, and print only when necessary.

4.

Make waste separation simple

Provide clear and well-labelled waste collection points where needed. Use only waste categories supported by the local system, and make sure staff, volunteers and suppliers understand how to use them.

5.

Use existing and reusable infrastructure

Prioritise existing infrastructure and reusable or rented equipment. Choose temporary structures and materials that can be reused, and minimise unnecessary energy use and impacts on soil, vegetation and sensitive areas.

6.

Reduce energy and water consumption

Use energy-efficient equipment where available and switch off lighting and devices when not needed. Use water-efficient facilities and refill stations where possible, in coordination with venue managers.

7.

Apply environmental criteria when selecting suppliers

Include practical sustainability requirements for suppliers, such as reduced packaging, reusable materials, resource efficiency, waste management and responsible delivery. Make sure suppliers understand the requirements before the event.

3.3 Biodiversity Protection and Responsible Use of Resources

Sports events held in parks, forests, mountains, rivers, coastal areas and other natural environments can create pressure on habitats and natural resources. Route use, temporary infrastructure, waste, noise, lighting, water consumption and participant behaviour may affect vegetation, wildlife, soil and water quality.
Organisers should therefore identify potential environmental sensitivities before the event and take proportionate measures to avoid or minimise impacts. Particular attention should be given to protected areas, sensitive habitats and periods when wildlife may be especially vulnerable.

Practical steps:

1. Check the environmental sensitivity of the location

Before confirming the location or route, check for protected or environmentally sensitive areas. Where needed, consult the relevant local authority, site manager or environmental organisation about restrictions and risks.

2. Use existing facilities and designated routes

Prioritise existing sports facilities, established trails and designated recreational areas. Avoid unnecessary new routes through sensitive habitats, and clearly mark event routes to keep participants within approved areas.

3. Consider seasonal and weather-related risks

Check whether the timing of the event could affect sensitive wildlife or increase risks such as erosion or pollution. If needed, adjust the date, route or location.

4. Minimise disturbance during the event

Control access to sensitive areas and place temporary infrastructure, lighting, sound systems and vehicles where they cause the least disturbance. Clearly communicate any restrictions to participants, volunteers, suppliers and spectators.

5. Use water and energy responsibly

Estimate water needs and avoid unnecessary use. Use existing infrastructure, efficient facilities and refill stations where possible. Limit energy use and switch off equipment when not needed.

6. Reduce material use and prevent pollution

Use reusable, durable or recyclable materials and avoid unnecessary single-use items. Use digital communication where practical, and prevent litter, wastewater, fuel or other materials from polluting nearby soil or water.

7. Restore and inspect the site after the event

After the event, inspect the venue and routes, remove all temporary materials and waste, and address any damage. Record key lessons to improve future events.

Good Practice Framework

When organising sports events in natural environments, organisers should apply the following principles:

01

Avoid

impacts on sensitive habitats whenever possible.

02

Reduce

the consumption of water, energy and raw materials.

03

Reuse

existing infrastructure and equipment.

04

Restore

the event site after completion.

05

Educate

participants about biodiversity conservation and responsible behaviour in nature.

The recommendations draw on European sustainable sport initiatives and examples from Romania, Bulgaria, Greece and Türkiye. They show how biodiversity protection, habitat conservation and responsible resource use can be integrated into sports events in both urban and natural settings.

3.4 Spectator Engagement and Promotion of Environmentally Friendly Behaviour

Participants and spectators can significantly influence the environmental performance of a sports event through their choices and behaviour. Clear information and practical prompts can help them use sustainable transport, reduce waste, use refill stations, respect designated routes and follow other environmental measures established by the organiser. Communication should therefore focus on a small number of clear actions that people can understand and follow easily. Messages should be provided before the event, reinforced at the venue and, where relevant, followed up after the event.

Practical steps:

1. Communicate the key environmental actions before the event

Include practical sustainability information in event websites, registration messages and social media. Explain transport options, water refill points, waste separation and any special environmental precautions.

2. Make sustainable choices visible and convenient

Use clear signs at transport points, waste stations, water refill points and other key locations. Keep messages simple and use recognisable symbols to show what participants should do.

3. Use positive and action-oriented messages

Focus on simple, positive actions such as using public transport, bringing a reusable bottle and separating waste correctly. Keep messages consistent across digital channels, signage, announcements and volunteer communication.

4. Prepare volunteers to support sustainable behaviour

Brief volunteers and event staff on the environmental measures. Where useful, "Green Ambassadors" can help participants find refill and waste stations, answer questions and encourage responsible behaviour.

5. Offer simple opportunities for active participation

Where appropriate, include simple activities that connect sport with environmental awareness, such as eco-challenges, biodiversity information or clean-up actions. Keep them relevant to the event and its environmental goals.

6. Use digital communication where it adds value

Use QR codes, digital maps, apps or electronic screens to share information and reduce printing. Keep essential information accessible to all participants at the venue.

7. Report results and recognise participation

After the event, share the main environmental results and lessons learned. Where appropriate, recognise participants who contributed to the event's environmental goals in simple, low-impact ways.

Organisers are encouraged to use digital solutions to increase participation and reduce paper consumption, such as:

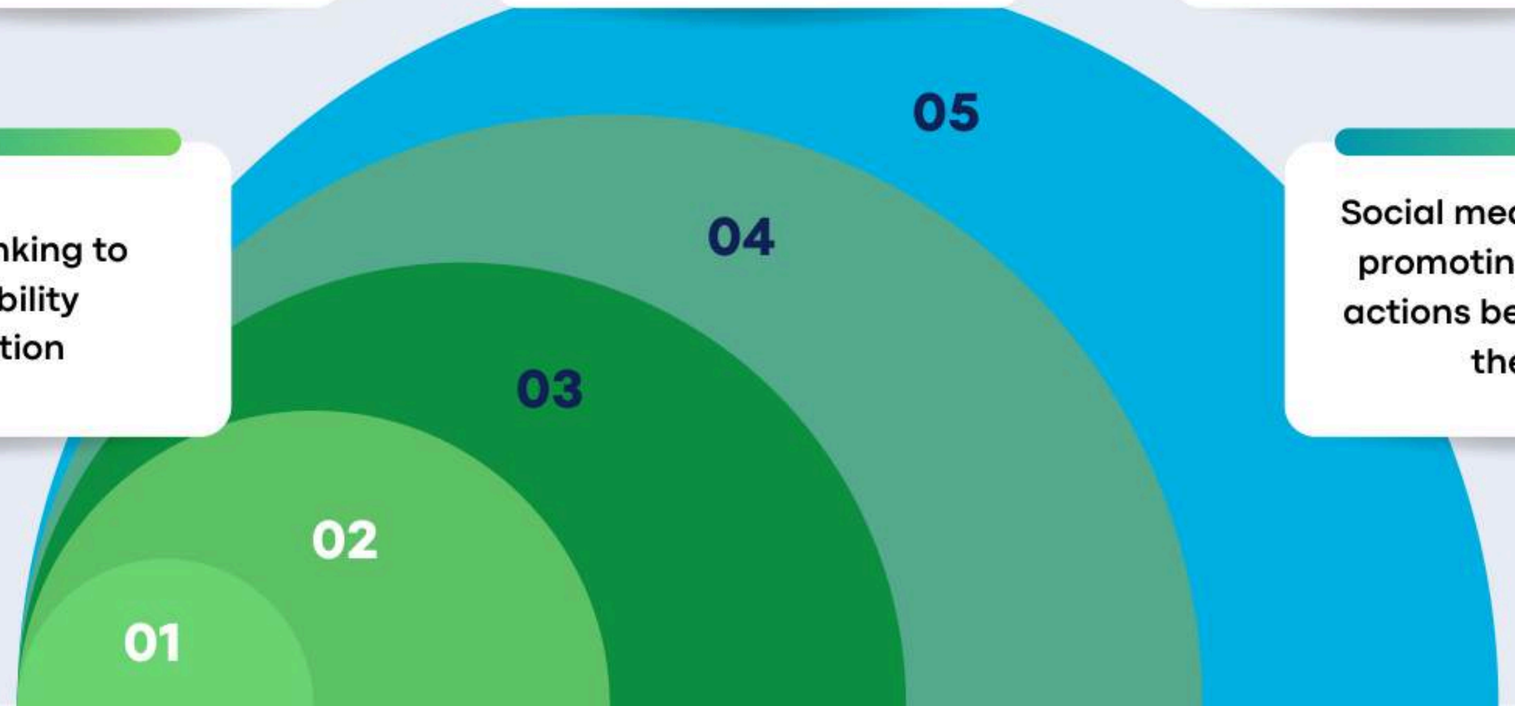
Event mobile applications

Digital maps and programmes

Online feedback surveys

QR codes linking to sustainability information

Social media campaigns promoting sustainable actions before and after the event



3.5 Measuring the Environmental Impact of Sports Events

Measuring selected environmental indicators helps organisers understand whether the measures introduced for a sports event have achieved their intended results and where further action may be needed. The indicators should be proportionate to the size and type of event and directly linked to the environmental priorities identified during planning. Organisers should avoid collecting large amounts of data that cannot be used in practice. A small number of reliable indicators is generally more useful than a long list of measurements that are difficult to collect or compare.

Practical steps:

1. Select indicators linked to the event's priorities

Choose indicators that reflect the event's main environmental impacts, such as transport, waste, energy, water, food or biodiversity. Use Annex A3 for more detailed indicators where relevant.

2. Decide what data can realistically be collected

Before the event, identify what data is available and how it will be collected. Use surveys, ticketing data or information from venue managers and service providers where relevant, and avoid indicators that cannot be measured reliably.

3. Assign responsibility for data collection

Define who will collect each type of data and when. Agree responsibilities with organisers, venue managers and relevant service providers before the event.

4. Record the results consistently

Use consistent units and calculation methods for comparable events. Where possible, relate environmental data to participant numbers, for example waste or water use per participant.

5. Combine measurements with practical feedback

Complement quantitative data with short feedback from participants, volunteers, suppliers or venue managers. This can help explain results and identify practical issues that numbers alone may not show.

6. Summarise the results after the event

Prepare a short post-event summary of the indicators, actions, results and key challenges. Keep it practical and focused on improving future events.

4.Organising Public Awareness Campaigns through Sport

4.1
Planning Awareness Campaigns by Municipalities

4.2
Engaging Sports Clubs, Athletes, Supporters and Local Communities

4.3
Communication Tools for Local and Transnational Campaigns

4.4
Using Digital and Interactive Tools, including the AR Experience

4.5
Follow-up Actions and Maintaining Public Engagement

ThSport is a powerful tool for uniting people and driving social change. By prioritizing active participation, teamwork, and experiential learning over simple messaging, sports-based initiatives help communities directly engage with environmental issues. Municipalities, sports organizations, schools, and community groups can leverage these activities to communicate sustainability, inspire responsible behavior, and build local engagement.

These campaigns reach diverse groups, including youth, families, and athletes. combining education with practical action to address local environmental challenges.

As part of the GreenMascot project across the Black Sea Basin region, this section provides actionable guidance, tools, and examples to help you design, run, and evaluate high-impact sustainability campaigns.

4.1 Planning Awareness Campaigns by Municipalities

Municipalities are uniquely positioned to lead local sustainability efforts. By using sport as an engaging platform, local authorities can move beyond simple messaging to foster active, experiential learning that inspires lasting behavioral change.

Collaborating with schools, sports clubs, NGOs, youth groups, and businesses helps maximize reach, share resources, and build strong community ownership.

Key Steps for Planning and Execution

Step 1 - Define the Objective:

Focus on a clear local priority (reducing single-use plastics, protecting local biodiversity, or cutting down litter).

Step 2 - Target the Audience:

Tailor activities to specific groups:

- Youth and Children
- Adults
- Schools and Groups educational

Step 3 - Build Local Partnerships:

Engage sports clubs to mobilize athletes, NGOs for technical expertise, businesses for sponsorship, and local media for promotion.

Step 4 - Choose Communication Tools:

Combine digital channels (social media, interactive quizzes, GreenMascot AR experiences, QR codes) with clear on-site visuals (posters, banners). Focus on practical daily actions.

Step 5 - Host Action-Oriented Sporting Events:

Green Walk/Run; Plogging; Community Cycling; Clean-Up Challenges

Step 6 - Lead by Example:

Ensure the event itself is sustainable: eliminate single-use plastics, offer refill stations, use digital registration, and encourage public transit or walking.

Step 7 - Evaluate & Measure Impact:

Track key metrics to assess reach and improve future efforts (e.g., total participants, volunteers engaged, waste collected, social media reach, and participant satisfaction).

Practical recommendations

1

Combine environmental education with practical activities such as clean-ups, run events or biodiversity actions.

2

Engage local athletes, influencers and community leaders as campaign ambassadors to increase participation and credibility.

3

Ensure every awareness campaign includes both an educational component and a measurable environmental action.

4.2 Engaging Sports Clubs, Athletes, Supporters and Local Communities

TSport-based environmental campaigns are most effective when clubs, athletes, schools, supporters and local communities work together.

Sports clubs can provide venues, volunteers and practical support. Athletes and coaches can act as role models and sustainability ambassadors. Schools and youth groups can connect sport with environmental education, while supporters can take part in clean-ups, eco-challenges and awareness activities. Local communities and businesses can provide additional support and help create lasting local engagement.

Practical recommendations

1

Involve sports clubs and athletes from the planning stage to increase ownership and participation.

2

Recognise and celebrate volunteers, participants and organisations that contribute to sustainability initiatives.

Stakeholder Engagement Checklist

01. Identify key stakeholder groups

02. Develop partnership agreements

03. Assign stakeholder responsibilities

04. Prepare communication materials

05. Collect participant feedback

06. Evaluate engagement outcomes

4.3

Communication Tools for Local and Transnational Campaigns

Communication is an essential part of campaign planning, implementation, and follow-up. Without clear messaging, even well-designed events risk low participation.

Key Communication Strategies

1.

Tailor Channels to Your Audience:

Reach young people via social media, short videos, and visual challenges. Engage families, schools, and residents using municipal websites, community centers, local media, and public posters.

2.

Keep Messages Clear & Action-Oriented:

Focus on practical solutions rather than abstract problems or alarming stats. Emphasize simple habits, like using reusable bottles, cycling, or separating waste, and tie actions to health, community pride, and local identity.

3.

Adapt to Local Contexts:

Tailor topics to your environment (e.g., marine litter for coastal areas vs. urban green spaces or mobility for inland communities).

4.

Leverage Interactive & Digital Tools:

Use QR codes, online quizzes, social media challenges, and user-generated content to make messaging participatory and credible.

5.

Communicate Across the Entire Lifecycle:

Before: Share event details, campaign goals, and ways to get involved.
During: Post real-time updates, highlight participant stories, and encourage social sharing.
After: Report results, celebrate contributions, and maintain momentum for future initiatives.

Managing Transnational Campaigns

For multi-country initiatives like GreenMascot, balance a unified brand identity with local flexibility:

01

Align Core Elements:

Agree on shared messaging, key terminology, visual identities, and a central content calendar.

02

Adapt Locally:

Translate materials into local languages and adjust tone for regional cultural contexts.

03

Streamline Collaboration:

Use shared folders, common templates, and regular check-ins between partner teams to prevent inconsistent messaging and duplicate work.

Practical recommendations

1

Combine Multi-Channel Outreach:

Mix online platforms (social media, websites) with offline channels (posters, community boards, local media) to engage all demographics effectively.

2

Maintain Brand Consistency:

Align visual identity and messaging across all partners to build strong recognition for both local and transnational initiatives.

3

Focus on Action-Oriented Messaging:

Frame communications around positive, practical habits-linking environmental care directly to daily life and sports.

Campaign Communication Checklist

1. Define target audiences
2. Prepare key campaign messages
3. Select communication channels
4. Create campaign visuals and promotional materials
5. Coordinate communication among partners
6. Use QR codes and digital educational resources
7. Monitor social media reach and engagement
8. Collect participant feedback
9. Share campaign results and success stories

4.4

Using Digital and Interactive Tools, including the AR Experience

Digital technologies enhance environmental education by making complex information accessible, engaging, and memorable. Combining interactive digital formats with sporting activities shifts participants from passive observers to active learners, connecting theoretical knowledge with physical experience and teamwork.

Key Communication Strategies

1. Gamified & Interactive Learning:

Utilize mobile apps, online quizzes, digital storytelling, virtual simulations, and QR-code checkpoints along sports routes to encourage problem-solving on sustainability topics.

2. The GreenMascot AR Experience:

Leverages augmented reality to provide immersive visualizations of environmental issues, helping users grasp challenges like plastic pollution, biodiversity loss, and climate impacts in real time.

3. Transnational Collaboration:

Digital platforms streamline partner cooperation by enabling easy sharing of educational materials, quick localization/translation of content, and centralized campaign coordination.

4. Data Collection & Evaluation:

Integrated digital analytics simplify the process of monitoring event attendance, tracking social media engagement, gathering participant feedback, and assessing overall campaign impact.

Practical recommendations

1

Deploy Interactive Formats:

Use QR codes, quizzes, gamification, and augmented reality (AR) to turn environmental education into an active, immersive learning experience.

2

Engage Throughout the Event Lifecycle:

Integrate digital tools across all phases- before, during, and after sporting events - to sustain participant interest and solidify long-term sustainability habits.

Digital Engagement Checklist

1. Select digital tools for the target audience
2. Integrate the AR Experience into events and educational activities
3. Develop QR-code-based educational content
4. Create online quizzes or sustainability challenges
5. Use social media to promote digital participation
6. Collect participant feedback
7. Share digital learning resources after events

Practical recommendations

1

Share campaign results and environmental impacts with participants to demonstrate the value of their contribution.

2

Develop recurring sport and environmental activities that provide opportunities for continued involvement throughout the year.

3

Recognise and celebrate the contribution of volunteers, schools, sports clubs and community organisations through certificates, awards or public acknowledgements.

5.Developing Educational and Information Materials

5.1

Joint Development of Materials by Project Partners

5.2

Materials for Sports Organisations and Sports Clubs

5.3

Materials for Schools, Physical Education Teachers and Students

5.4

Digital, Interactive and Easy-to-Use Educational Content

5

Developing Educational and Information Materials

Educational and information materials help turn environmental awareness into practical action through sport. They should provide municipalities, sports organisations, schools and communities with clear, engaging and easy-to-use guidance.

The GreenMascot Toolkit promotes materials that support greener events, awareness campaigns, educational activities and community initiatives. These resources should be practical, adaptable to different local contexts and suitable for both digital and interactive use.

The aim is to make environmental information easier to understand and apply, while encouraging responsible behaviour and stronger participation.

5.1

Joint Development of Materials by Project Partners

Developing

Jointly developing educational and information materials allows partners to combine expertise, share responsibilities and create practical resources that can be used in different local contexts. It also helps ensure consistent sustainability messages and a common quality standard.

When developing

Partners should contribute content based on their expertise, including practical examples, local case studies and educational activities. Combining different perspectives helps create materials that are useful for municipalities, sports organisations and schools in different local contexts.

Before developing

Before developing educational materials, partners should agree on the purpose, target audience and expected learning outcome. This helps create a clear direction and ensures that all contributions support the same objectives.

Educational materials

Materials should be practical and action-oriented, using examples, checklists, templates and simple step-by-step guidance where possible. The aim is to help users apply sustainable practices, not only understand them.

A shared

Use a common template for all educational materials to ensure consistency in structure, terminology, visual identity and key messages. This makes the resources easier to use and avoids conflicting information.

A joint

Complete a review before publication to ensure the material is accurate, clear and suitable for the target audience. Where possible, test it with potential users and use their feedback to improve the final version.

Practical recommendations

1

Establish a common content development framework before writing begins, including target audience, learning objectives, key sustainability messages and visual identity.

Assign responsibilities according to expertise, but ensure that all partners participate in content review, validation and improvement.

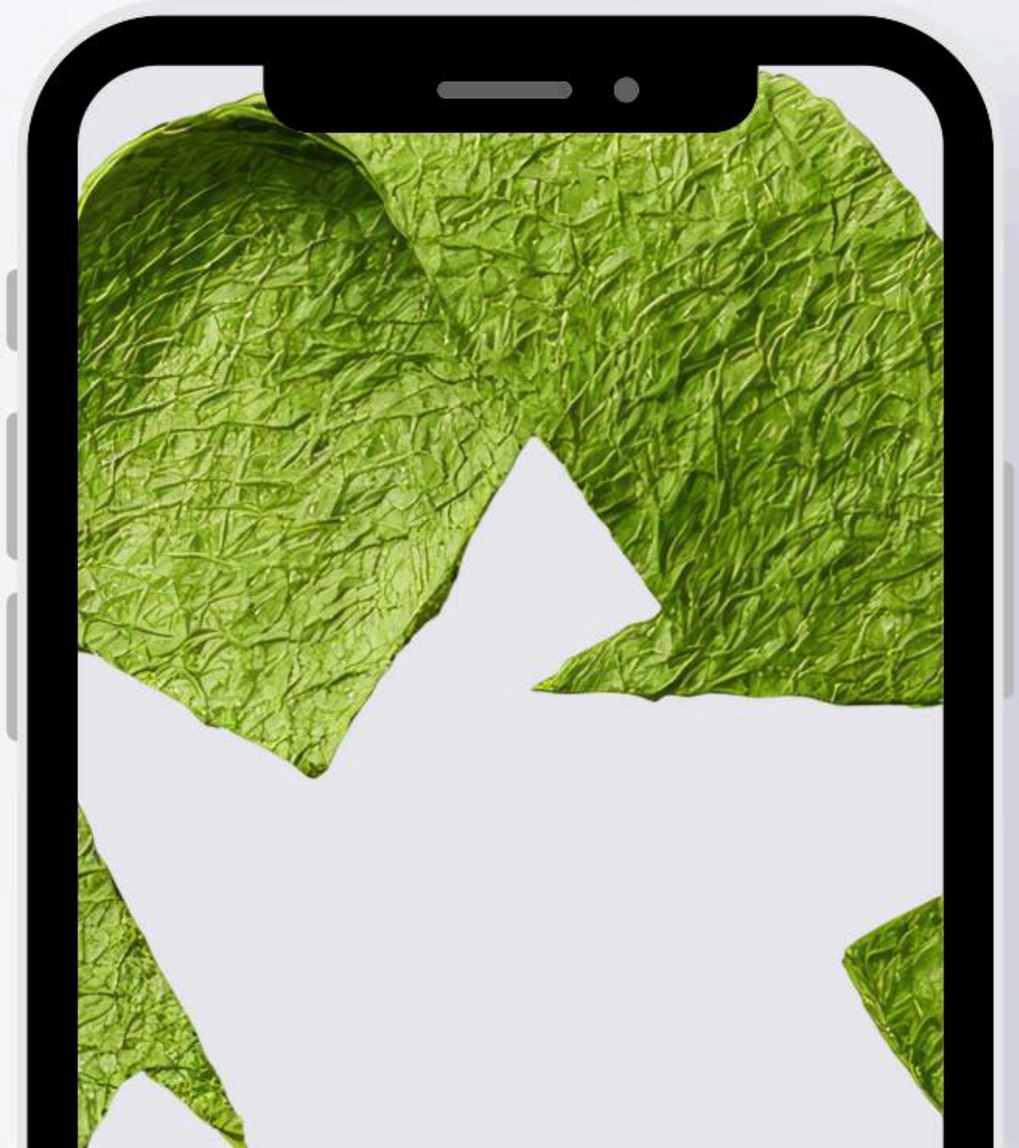
2

Test educational materials with representative users from municipalities, sports organisations or schools before final publication.

Use examples from different territorial contexts (urban, rural, coastal, mountainous and island areas) to increase transferability.

3

Include practical tools such as checklists, templates, self-assessment exercises and action planning worksheets that support implementation.



Example / good practice

A consortium of four organisations is developing a set of educational materials on sustainable sport. Instead of producing separate resources independently, the partners agree on a common structure, learning objectives, key messages and visual identity.
One partner develops environmental content and technical guidance, another contributes educational activities and lesson plans, a third provides communication materials and awareness tools, while the fourth supplies practical examples and implementation experiences from local sports events. The materials are then jointly reviewed and integrated into a single toolkit.
As a result, users receive a coherent resource that combines different expertise, avoids duplication, reflects multiple local contexts and can be easily adapted by municipalities, schools and sports organisations.

Key success factors

01

Common template and terminology

02

Clear division of responsibilities

03

Regular review meetings

04

Shared quality standards

05

Inclusion of examples from different territories and stakeholder groups

Next steps

Recommended Development Process

Action Checklist

- Define target audience and learning objectives
- Agree on key messages and sustainability principles
- Allocate drafting responsibilities among partners
- Collect examples, case studies and supporting resources
- Draft materials using a common template

Steps



Conduct partner review and quality check



Pilot-test with intended users



Revise, approve and publish

5.2 Materials for Sports Organisations and Sports Clubs

Sports organisations and clubs can promote environmental responsibility through their everyday activities, events and communication.

They need practical, easy-to-use materials that help them understand environmental challenges, plan sustainable actions, communicate key messages and assess results.

Useful resources may include sustainable event guides, codes of conduct, volunteer briefings, awareness materials, participant information and simple monitoring tools. These should focus on practical solutions that clubs can apply before, during and after sporting activities.

Materials should be clear, visual and action-oriented. Posters, infographics, checklists, social media content, quick-reference guides and short briefing materials are often more effective than lengthy documents, particularly when working with athletes, volunteers and young participants.

Sports organisations are encouraged to use educational materials not only as information resources but also as tools for building a long-term culture of sustainability. Consistent messages, visible environmental actions and active engagement can help embed sustainable behaviours into the everyday life of the club and its wider community.

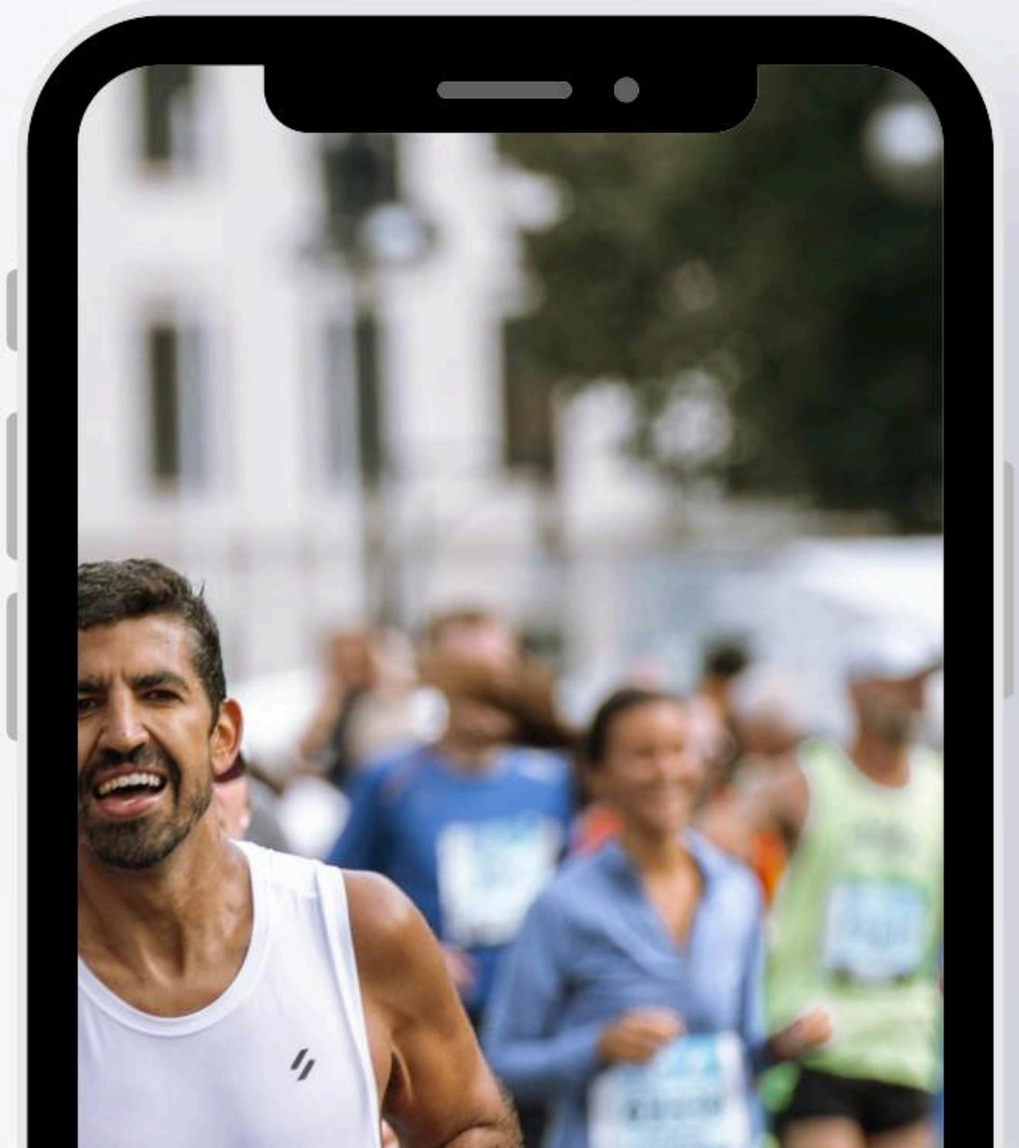
5.2 Materials for Sports Organisations and Sports Clubs

Educational materials should help sports organisations address common questions such as:

1. How can waste be reduced during sports events?
2. How can athletes and spectators be encouraged to adopt environmentally responsible behaviours?
3. How can volunteers contribute to environmental actions?
4. How can environmental messages be integrated into club activities and communication?
5. How can the environmental performance of an event or activity be monitored and improved?

Practical recommendations

1. Develop simple and practical materials that support the planning, implementation and evaluation of sports activities and events.
2. Provide different resources for club managers, coaches, athletes, volunteers and spectators, reflecting their specific roles and responsibilities.
3. Use visual and easy-to-distribute formats such as posters, infographics, checklists and digital guides.
4. Integrate environmental messages into existing club communication channels, training activities and events.
5. Regularly review and update materials based on feedback, monitoring results and lessons learned from implementation.



Example / good practice

A local sports club organising an annual running event develops a small package of educational materials to support its sustainability objectives. Prior to the event, participants receive information on waste separation, reusable water bottles and sustainable transport options. Volunteers are provided with a short environmental briefing sheet, while spectators are informed through posters, announcements and social media content.
During the event, organisers promote a simple environmental code of conduct and encourage participants to take part in post-event clean-up activities. After the event, the club uses a monitoring form to evaluate participation, waste reduction measures and areas for improvement. By combining communication materials, practical guidance and monitoring tools, the club strengthens both environmental performance and participant engagement.

Suggested Minimum Indicators for Sports Clubs

Sports organisations are encouraged to monitor a small number of indicators that can be measured easily and consistently.

- Amount of waste generated per event.
- Percentage of waste separated for recycling.
- Number of single-use plastic items avoided.
- Number of refill water stations provided.
- Percentage of participants using sustainable transport.



Completion Rate 5 / 5

Participation Indicators



Number of athletes receiving environmental information.

Number of volunteers involved in environmental actions.

Number of awareness activities organised.

Number of spectators reached through environmental messages.

Capacity-Building Indicators

- Number of coaches or staff trained.
- Number of sustainability measures implemented by the club.
- Number of partnerships established with environmental or community organisations.

Participant satisfaction with environmental measures.

Participant satisfaction with environmental measures.



Reported adoption of environmentally responsible behaviours.



Percentage of participants willing to support future environmental actions.



5.3 Materials for Schools, Physical Education Teachers and Students

Schools play an important role in shaping attitudes, behaviours and habits from an early age. By combining environmental education with sport, schools can help students understand environmental challenges, develop a sense of responsibility and adopt more sustainable behaviours in their everyday lives.

Educational and information materials for schools should be engaging, age-appropriate and easy to integrate into existing educational and sports activities. Rather than focusing only on theoretical information, materials should encourage active participation, teamwork, problem-solving and learning through experience.

Physical Education teachers can use sport-based activities to introduce environmental topics such as waste reduction, biodiversity protection, responsible consumption, sustainable mobility and resource conservation. Educational materials should therefore support both classroom learning and practical outdoor activities.

Useful materials for schools include:

01. Environmental awareness lesson plans.

02. Sport-based learning activities.

03. Student worksheets and activity sheets.

04. Environmental challenges and competitions.

05. Observation and reflection journals.

06. Posters and awareness campaigns designed by students.

07. Educational games and quizzes.

08. Sustainable behaviour pledges and action plans.

09. Guides for organising environmentally responsible school sports events.

10. Materials supporting participation in environmental contests and awareness campaigns.

5.3 Materials for Schools, Physical Education Teachers and Students

Educational resources should be adapted to different age groups and learning needs. Younger students benefit from visual, interactive and game-based activities, while older students can engage in projects, research activities, monitoring exercises and awareness campaigns that encourage critical thinking and active citizenship.

Physical Education teachers are encouraged to integrate environmental messages into regular sports activities whenever possible. This can be achieved through themed sports events, outdoor activities, team challenges, environmental observation exercises and community actions linked to sport and physical activity.

By connecting environmental learning with positive experiences, schools can help students understand that sustainability is not only an environmental issue but also a shared responsibility that can be integrated into everyday life through sport.

Practical recommendations

1. Use active learning methods that combine physical activity with environmental awareness.
2. Adapt materials to the age, interests and abilities of students.
3. Encourage students to participate in practical environmental actions rather than focusing exclusively on theoretical knowledge.
4. Integrate environmental themes into existing sports activities and school events.
5. Promote teamwork, creativity and problem-solving through sport-based environmental challenges.



Example / good practice

A school organises a “Green Sports Week” in which students participate in sports competitions combined with environmental challenges. Teams collect points not only for athletic performance but also for actions such as waste separation, litter collection, sustainable transport choices and environmental quizzes. Teachers use worksheets and reflection activities to help students connect their experiences with broader environmental issues.

The approach combines learning, participation and behaviour change while demonstrating how sport can be used as a practical tool for environmental awareness.

Suggested Indicators

Learning Indicators

- Number of students participating in activities.
- Number of teachers using the educational materials.
- Number of environmental education sessions delivered.
- Percentage of students demonstrating increased environmental knowledge.



Completion Rate 4 / 4

Participation Indicators



Number of student teams participating in challenges.

Number of school events including environmental actions.

Number of environmental campaigns organised by students.

Number of parents or community members engaged.

Behavioural Indicators

- Percentage of students adopting sustainable behaviours during activities.
- Reduction in single-use plastics during school events.
- Increase in recycling participation rates.
- Percentage of students choosing sustainable transport options for school sports activities.

Engagement Indicators

Student satisfaction with activities

Teacher satisfaction with educational materials.

Number of student-led environmental initiatives created after participation.



Number of schools replicating the activities.



5.4 Digital, Interactive and Easy-to-Use Educational Content

Digital and interactive educational materials can significantly increase participation, engagement and learning outcomes. While traditional printed materials remain important, digital tools provide opportunities to reach wider audiences, encourage active participation and make environmental education more attractive, particularly for young people.

Effective digital content should be simple, accessible and easy to use. Users should be able to access information quickly, understand key messages easily and immediately apply what they have learned. Complex platforms or highly technical tools may discourage participation, particularly in organisations with limited resources or experience.

A balanced combination of information, interaction and practical application is recommended. Digital educational resources should not only explain environmental concepts but also encourage users to take action, solve problems, make decisions and reflect on their own behaviour.

Examples of digital and interactive educational content include:

01. Interactive presentations and visual guides.

02. Short educational videos.

03. Digital awareness campaigns.

04. Online quizzes and challenges.

05. Interactive learning activities.

06. Gamified educational exercises.

07. Downloadable planning templates and checklists.

08. QR code based educational trails.

09. Mobile-friendly learning resources.

10. Augmented Reality (AR) experiences linking sport with environmental awareness.

5.4 Digital, Interactive and Easy-to-Use Educational Content

The GreenMascot AR experience can be used as an engagement tool that combines physical activity with environmental learning. By integrating digital storytelling, environmental challenges and interactive participation, AR can help users explore sustainability topics in a more engaging and memorable way.

Digital materials should be designed so they can complement face-to-face activities rather than replace them. Schools, sports organisations and municipalities are encouraged to combine digital content with practical exercises, outdoor activities, awareness campaigns and community events.

Where possible, digital resources should be freely accessible, mobile-friendly and available in formats that can be easily adapted for different target groups and local contexts.

Practical recommendations

1. Prioritise simple and user-friendly digital tools that require minimal technical knowledge.
2. Combine digital learning with practical environmental actions and real-world activities.
3. Use interactive formats such as quizzes, challenges and gamified activities to increase participation.
4. Ensure that digital resources are accessible from mobile devices and can be used by different age groups.
5. Provide downloadable versions of key resources for users with limited internet access.



Example / good practice

A municipality launches a community awareness campaign linked to a local sports event. Participants scan QR codes placed throughout the event venue to access short environmental messages, sustainability challenges and interactive quizzes. Participants who complete all activities unlock additional educational content and receive recognition for their participation.
The combination of physical activity, digital interaction and environmental learning increases engagement and encourages participants to explore sustainability issues in a practical and enjoyable way.

Suggested Indicators

Digital Reach Indicators

- Number of users accessing digital educational materials.
- Number of QR code interactions recorded.
- Number of downloads of educational resources.
- Number of social media users reached.



Completion Rate 4 / 4

Engagement Indicators



Number of participants completing digital challenges.

Number of quiz responses submitted.

Number of users interacting with the AR experience.

Average participation rate in digital activities.

Behavioural Indicators

- Number of participants committing to environmental actions.
- Number of users reporting behaviour changes after participation.
- Number of environmental initiatives generated following digital activities.

Learning Indicators

Improvement in knowledge before and after activities.

Number of completed learning modules.

Percentage of participants achieving learning objectives.



6.Training, Workshops and Capacity Building

6.1

Training for Local Authority Representatives

6.2

Training Workshops for Physical Education Teachers on Environmental Sustainability in and through Sport

6.3

Capacity Building for Sports Organisations and Local Stakeholders

6.4

Skills Validation and Certificates for Training Participants

6

Training, Workshops and Capacity Building

Environmental sustainability in sport requires practical skills, not only awareness. Training should help local authorities, teachers and sports organisations turn sustainability goals into everyday action.

The focus should be on learning by doing, through short workshops, practical exercises and action planning adapted to local needs.

Participants should leave with at least one realistic action they can apply afterwards, supported by simple follow-up and cooperation with relevant local stakeholders.

6.1 Training for Local Authority Representatives

Local authorities play an important role in making sport more sustainable through their facilities, services, events and cooperation with local stakeholders.

Training should focus on practical municipal responsibilities and help participants identify key environmental issues, involve the right departments and partners, and define realistic actions.

Where possible, representatives from different municipal functions should participate together to improve coordination. By the end of the training, participants should be able to identify priorities, assign responsibilities and prepare a simple follow-up action using practical examples, group work and action planning.

Practical recommendations

1. Involve more than one municipal function where possible. Sustainability issues connected with sport often involve several departments rather than a single unit.
2. Use a real local sports facility, event or activity as the training case. Participants should work with familiar conditions, responsibilities and constraints.
3. Keep theory short and prioritise practical exercises. Group work, facility observations, case studies and problem-solving should form the core of the training.
4. Require a practical output. Participants should leave the training with at least one realistic action or completed Green Event Plan that can be applied in their organisation.
5. Adapt the training to the municipality's size and capacity. Smaller authorities may focus on low-cost measures and clear responsibilities, while larger municipalities may connect training outcomes with procurement, facility management or local climate and sport policies.

6.2 Training Workshops for Physical Education Teachers on Environmental Sustainability in and through Sport

Physical education teachers can connect environmental learning with movement, teamwork and everyday behaviour. Training should show how sport can both reduce environmental impact and encourage more sustainable habits among students.

Workshops should be practical and easy to apply in normal school settings, using simple activities that combine physical education with a clear environmental objective.

By the end, teachers should be able to adapt or create at least one activity that includes student participation, an environmental message and a short reflection or assessment.

Practical recommendations

1. Keep environmental learning connected to physical education. Activities should continue to develop movement, teamwork, coordination, communication or other physical education outcomes.
2. Focus each activity on one clear environmental objective. Examples may include reusable bottles, waste prevention, active mobility, water conservation or protection of natural areas.
3. Use learning-by-doing methods. Movement circuits, cooperative games, outdoor observation, relays and team challenges can make environmental learning more practical and memorable.
4. Design for inclusive participation. Activities should offer different roles and should not depend only on speed, strength or competitive performance.
5. Use familiar school environments. School grounds, local parks, sports facilities and travel routes can provide realistic settings for environmental observation and problem-solving.



Example / good practice

External good-practice example - Romania’s Green Week Programme
Romania’s Green Week programme provides a whole-school framework for environmental and climate education in which schools organise practical and participatory activities according to local needs. Activities may involve outdoor learning, community participation, environmental observation and cooperation with families, public institutions and local organisations.
For physical education teachers, this type of framework can be adapted through walking or cycling challenges, biodiversity-oriented outdoor activities, low-waste school sports days or movement-based environmental learning tasks.
The transferable lesson is that environmental education does not have to be separated from existing school activities. Physical education can contribute through practical, movement-based activities while school management and other teachers provide wider institutional support.

Possible core indicators include:



- Number of teachers completing the workshop
- Percentage of participants reporting improved confidence
- Number of practical lesson or activity plans produced
- Number of teachers testing a sustainable sport activity after the workshop

Training-related measurement should remain simple and proportionate

GreenMascot AR connection.

The GreenMascot AR experience can be used as an interactive learning tool during teacher training and later in activities with students. It can help introduce environmental challenges in an engaging way and encourage participants to think about possible solutions.
Teachers may use an AR scenario as a starting point for discussion, physical activity or a practical school-level action. In this way, the digital experience becomes part of a wider learning process rather than a stand-alone activity.
The AR tool should complement, not replace, movement, teamwork, discussion and direct observation, and should be used in a way that supports the environmental and educational objectives of the activity.

Certificate connection.

Within the GreenMascot project, teachers who complete a project workshop may receive a participation or training certificate, where foreseen by the organiser. This certificate confirms participation in the GreenMascot training activity and does not mean that the teacher's school or organisation automatically receives the GreenMascot Certificate.
If the activities developed during the project workshop are later implemented and documented at school level, this evidence may support a future institutional application under Section 7, subject to the final GreenMascot Certificate criteria.

6.3 Capacity Building for Sports Organisations and Local Stakeholders

Sports organisations and local stakeholders are essential for turning environmental sustainability into everyday practice.

Capacity building should focus on practical skills: identifying environmental impacts, improving procedures, clarifying responsibilities, cooperating with partners and engaging participants.

The approach should match the organisation's size and capacity. Small clubs can start with a few simple actions, while larger organisations may integrate sustainability into events, procurement, facility management and planning.

Training is most effective when both decision-makers and operational staff are involved, with external partners supporting areas where additional expertise or infrastructure is needed.

Practical recommendations

1. Use a real organisational case. Work with an existing facility, competition, training programme or community event rather than an abstract example.
2. Involve both management and operational staff. Coaches, volunteers, facility staff and event coordinators should contribute alongside decision-makers.
3. Start with a small number of achievable actions. Prioritise practical improvements that can realistically be implemented with available resources.
4. Integrate sustainability into existing routines. Use event planning, volunteer briefings, supplier communication, equipment management and facility procedures rather than creating a separate parallel system.
5. Use external expertise where needed. Local authorities, schools, environmental organisations, facility owners and suppliers can support issues that the sports organisation cannot address alone.



Example / good practice

The Georgian National Olympic Committee's Sustainability Strategy for 2025-2028 provides an example of integrating sustainability into the governance of a sports institution. The strategy includes collaboration with national sports federations and other stakeholders, regular dialogue on sustainability challenges, inclusion of sustainability content in workshops and sports-administration courses, and measures addressing organisational travel and active mobility.

This demonstrates that capacity building can be institutionalised through:

- formal strategic objectives;
- regular staff and stakeholder workshops;
- cooperation with federations and suppliers;
- internal operational measures;
- integration of sustainability into sports-administration education.

The transferable lesson for smaller organisations is not that they need a complex strategy immediately, but that responsibilities, training and environmental objectives should gradually become part of governance and annual planning.

6.4 Skills Validation and Certificates for Training Participants

Skills validation helps training organisers understand whether participants have only attended an activity or have also completed the expected learning tasks and demonstrated practical learning. The validation approach should remain simple, transparent and proportionate to the duration and objectives of the training.

Training organisers should clearly distinguish between:

- attendance - confirming that the participant was present;
- completion - confirming that the participant attended the required parts of the training and completed the expected activities;
- skills validation - confirming that the participant demonstrated defined learning outcomes through a practical task or other suitable evidence;
- institutional certification - recognising the environmental performance and continued commitment of an organisation through the separate GreenMascot Certificate process.

A participant certificate or training record should never be presented as evidence that the participant's municipality, school, sports club or organisation has obtained the GreenMascot Certificate.

6.4 Skills Validation and Certificates for Training Participants

Validation should be linked directly to the stated learning outcomes of the training. Depending on the target group, practical evidence may include a Green Event Plan, a sustainable physical education activity, a facility or event review, or another output prepared during the workshop. Short awareness sessions may require only attendance and feedback, while longer capacity-building activities may include a practical output and trainer review.

Where participant certificates or other forms of recognition are issued, their wording should accurately describe what was verified. Attendance should not be described as demonstrated competence, and participants should not be required to prove environmental results that depend on future institutional decisions, budgets or infrastructure beyond their control.

Practical recommendations

1. Define the recognition approach before the training. Participants should know whether attendance, completion or demonstrated learning will be recorded and what is expected from them.
2. Keep validation proportionate. A short workshop should not use the same assessment requirements as a longer capacity-building programme.
3. Use practical outputs where skills are being validated. Plans, activity designs and case-based exercises can demonstrate application more effectively than attendance alone.
4. Use clear and consistent criteria. Trainers should assess only the learning outcomes that were communicated in advance.
5. Allow reasonable adaptation and feedback. Validation methods should be accessible to participants with different learning, language, physical or digital needs.

Practical recommendations

6

Use accurate wording on participant certificates. Certificates should state only what has actually been verified and should not imply professional accreditation or institutional GreenMascot certification.

7

Keep participant recognition separate from institutional recognition. Training may strengthen an organisation’s capacity, but organisation-level recognition requires implemented actions and evidence under Section 7.



Example / good practice

External reference example - European Digital Credentials for Learning
The European Digital Credentials for Learning framework provides a useful European reference for documenting learning in a clear and verifiable way. Digital learning records can include information such as the learner, issuing organisation, learning activity, learning outcomes and type of credential.
GreenMascot does not need to reproduce a formal European digital-credential system. However, the underlying principle is transferable: any participant certificate or training record should make clear who issued it, what activity was completed and what learning, if any, was actually assessed.
The main lesson for GreenMascot is that recognition should be accurate and proportionate. A certificate confirming attendance should not imply validated competence, while a statement about demonstrated skills should only be used when those skills have actually been assessed.

7.Using the GreenMascot Certificate

7.1
Purpose of the GreenMascot Certificate

7.2
Green Mascot and Environmental Cause

7.3
Criteria and Requirements for Sports Organisations

7.4
Assessment, Awarding Process and Role of the Lead Partner

7

Using the GreenMascot Certificate

TThe GreenMascot Certificate recognises sports organisations that show a practical and ongoing commitment to environmental sustainability.

It is awarded by the GreenMascot Lead Partner, Youth Sport Club Varna.

The Certificate encourages organisations to reduce the environmental impact of their activities and use sport to promote environmental awareness and responsible behaviour.

Local authorities, schools and other stakeholders may support applicants, while the Lead Partner is responsible for assessment and awarding.

The Certificate also supports continuous improvement by helping organisations set priorities and track progress.

7.1

Purpose of the GreenMascot Certificate

The purpose

of the GreenMascot Certificate is to recognise sports organisations that take practical, verifiable and continuing action for environmental sustainability. It provides a visible sign that an organisation is committed to reducing its environmental impact, promoting responsible behaviour and supporting an identifiable environmental cause.

The Certificate has five connected functions.

Recognition, Improvement, Awareness raising, Accountability, Cooperation

Recognition

It publicly recognises organisations that have introduced meaningful environmental measures. Recognition can motivate staff, athletes, volunteers and supporters and demonstrate that their contribution is valued by the local community.

Awareness raising

The GreenMascot, the selected environmental cause and the related activities create an accessible story that can engage athletes, young people, supporters, schools and citizens. The mascot helps translate technical environmental topics into messages that are understandable, memorable and appropriate for public communication.

Improvement

The Certificate provides a structured process for reviewing existing practices, identifying gaps and planning future improvements. Organisations are not expected to be environmentally perfect before applying. They should, however, demonstrate that they understand their main impacts, have implemented concrete actions and are committed to further progress.

Accountability

Applicants must provide evidence of their environmental actions and results. This encourages organisations to replace general claims with documented measures, responsible persons, indicators and follow-up actions.

Cooperation

The Certificate creates opportunities for cooperation between municipalities, sports organisations, schools, environmental organisations, local businesses and citizens. Local authorities may support outreach, provide facilities or cooperate in environmental activities, while formal recognition through the GreenMascot Certificate is provided only by the Lead Partner.

The Certificate should recognise a combination of environmental management and community engagement. An organisation should demonstrate not only that it has reduced waste, energy use or other impacts, but also that it has communicated its environmental cause and involved relevant target groups.

The benefits for a certified organisation may include:

- permission to use the GreenMascot Certificate mark during the validity period;
- inclusion in the official GreenMascot Certificate register maintained by the Lead Partner;
- public recognition through GreenMascot and Lead Partner communication channels;
- increased credibility with athletes, families, supporters, partners and sponsors;
- clearer internal planning and monitoring of environmental actions;
- opportunities to exchange experience with other certified sports organisations;
- additional visibility through supporting municipalities or project partners, where applicable.

7.1

Purpose of the GreenMascot Certificate

The Certificate should not be presented as proof that the organisation has no environmental impact. It confirms that the organisation has met the GreenMascot requirements, provided sufficient evidence and committed itself to continued improvement.

The project envisages the Certificate as a long-term image and recognition mechanism showing that a sports organisation is committed to environmental issues. The Certificate may also provide additional evidence of environmental commitment when sports organisations seek partnerships, sponsorship or other forms of support.



GreenMascot and Environmental Cause

7.2
GreenMascot and Environmental Cause

The GreenMascot is the common symbol of the project and of the GreenMascot Certificate. The same official GreenMascot is used by all organisations participating in the Certificate scheme.
Each sports organisation applying for the Certificate should select one environmental cause that reflects its activities, local context and community.

The selected cause should be simple, relevant and connected to practical actions that the organisation can realistically implement.

The GreenMascot helps give a common identity to the initiative, while the environmental cause shows what each organisation commits to improving.

The cause may relate to areas such as:

01. Waste reduction and recycling

02. Reduction of single-use plastics

03. Sustainable transport

04. Responsible use of water and energy

05. Biodiversity and protection of natural areas

06. Reuse of sports equipment

07. Environmental education and awareness

7.3 Criteria and Requirements for Sports Organisations

The GreenMascot Certificate is intended for sports organisations that demonstrate practical commitment to environmental sustainability.

Applicants may include sports clubs, associations, event organisers, operators of sports facilities and other organisations delivering organised sporting activities.

To receive the Certificate, an organisation should meet the following basic requirements:

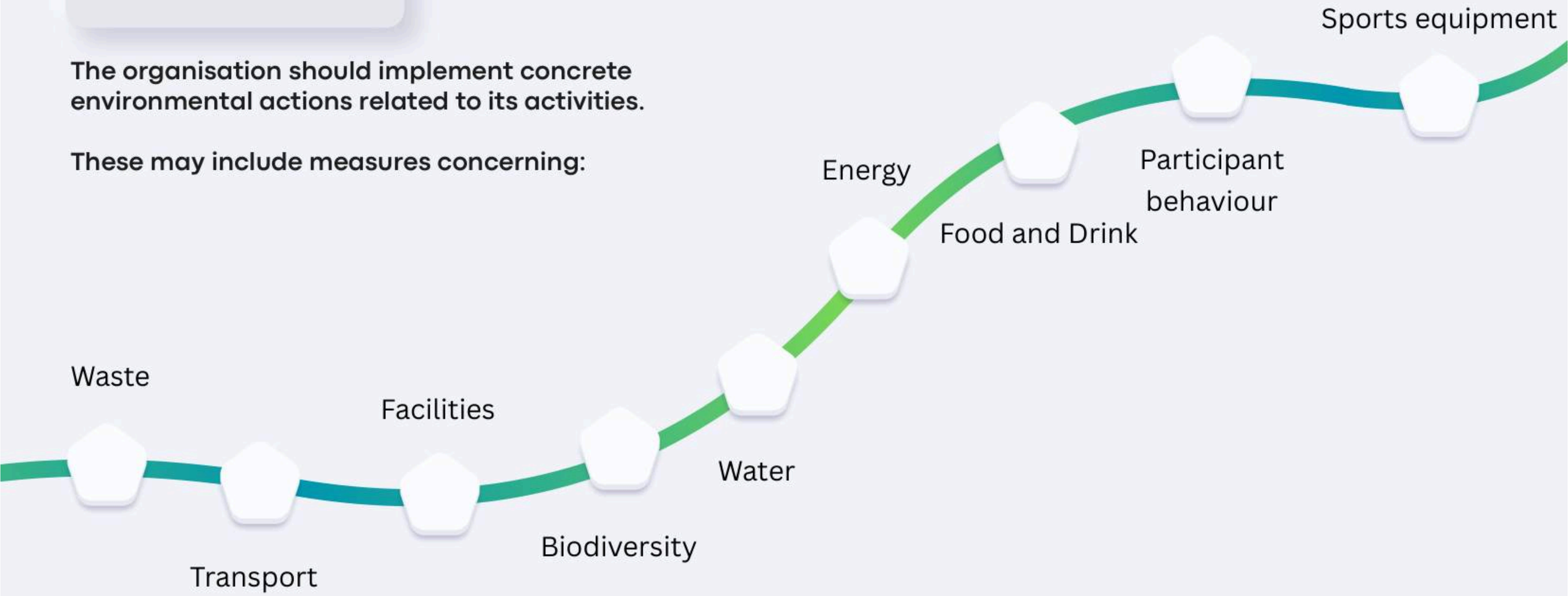
01. Environmental commitment

The organisation should identify its selected environmental cause and show a clear commitment to improving its environmental performance.

02. Practical environmental actions

The organisation should implement concrete environmental actions related to its activities.

These may include measures concerning:



The actions should be realistic and appropriate to the size and activities of the organisation.

7.3
Purpose of the GreenMascot Certificate

03. Awareness and participation

The organisation should involve athletes, staff, volunteers, supporters, young people or other relevant groups in at least some of its environmental activities.
It should also use sport as a way to communicate and promote environmentally responsible behaviour.

04. Use of the GreenMascot

The organisation should use the official GreenMascot together with its selected environmental cause in relevant activities and communication.

05. Evidence of implementation

The organisation should provide simple evidence showing that the activities have taken place.

Evidence may include:

1. Photographs
2. Event materials
3. Short reports
3. Social media or website posts
4. Attendance informations
5. Basic monitoring data
6. Other relevant documents

06. Continued improvement

The organisation should show that environmental action is not limited to a single activity and that it intends to continue or improve its efforts.

7.4 Assessment and Awarding Process

The GreenMascot Certificate is awarded by the GreenMascot Lead Partner, Youth Sport Club Varna.

Step 1: Application

The sports organisation submits a short application including:

- basic information about the organisation;
- its selected environmental cause;
- a short description of the environmental actions implemented;
- simple supporting evidence.

Step 2: Review

The Lead Partner reviews the application and checks whether the main GreenMascot Certificate requirements have been met. Additional information may be requested if something is unclear or missing.

Step 3: Decision

The application may be:

- Approved - the organisation meets the Certificate requirements;
- Returned for improvement - minor changes or additional evidence are needed;
- Not approved - the basic requirements are not met.

Where possible, organisations should receive clear and constructive feedback.

Step 4: Certificate

Approved organisations receive the GreenMascot Certificate and may use the official Certificate identity during its validity period.
The Certificate should include: name of the organisation; selected environmental cause; Certificate number; date of issue; validity period.

Step 5: Public recognition

Certified organisations may be promoted through GreenMascot communication channels, project partners, municipalities, sports events and other relevant networks.

Step 6: Renewal

The Certificate should have a defined validity period.
For renewal, the organisation should demonstrate that it has continued its environmental activities and made further progress.

8.Monitoring, Evaluation and Long-term Use of the Toolkit

8.1
Monitoring Environmental and Behavioural Impact

8.2
Evaluation of Sports Events, Campaigns and Training Activities

8.3
Reporting Results and Improving Future Actions

8.4
Integration into Annual Sports Calendars

8.5
Transfer and Scale-up to Other Municipalities and Organisations

8.1 Monitoring Environmental and Behavioural Impact

Monitoring and evaluation are essential for understanding whether sustainability initiatives are achieving their intended results. Without measuring progress, organisations may struggle to identify successful practices, demonstrate impact or improve future activities.

The GreenMascot Toolkit promotes a practical approach to monitoring and evaluation that can be applied by municipalities, sports organisations, schools and community stakeholders regardless of their size or level of experience. The objective is not to create complex reporting systems, but to provide simple methods for tracking environmental performance, participation, learning outcomes and behavioural change.

This section presents practical guidance on monitoring environmental and behavioural impact, evaluating activities, reporting results and ensuring that the tools and approaches developed through the toolkit continue to be used beyond a single event, campaign or project. By collecting and using evidence effectively, organisations can improve decision-making, strengthen stakeholder engagement and support the long-term integration of sustainability into sport.

8.1 Monitoring Environmental and Behavioural Impact

Monitoring helps organisations understand whether their environmental actions are working and where improvements are needed.

It should focus on two areas: environmental impact and behavioural impact. Environmental impact may include waste, recycling, single-use plastics, transport and resource use. Behavioural impact may include awareness, participation and changes in everyday habits.

Monitoring should remain simple. A small number of relevant and easy-to-measure indicators is usually more useful than collecting large amounts of data.

A simple monitoring process may include the following steps:

01. Define what will be measured.

02. Select a small number of indicators.

03. Collect information before, during and after the activity.

04. Record results using a standard monitoring form.

05. Review findings and identify lessons learned.

06. Use results to improve future actions.

Practical recommendations

1. Start with a limited number of indicators that are simple to collect and understand.
2. Measure both environmental results and changes in participant behaviour.
3. Use the same indicators consistently across different events and activities.
4. Assign responsibility for data collection before implementation begins.
5. Use monitoring results to improve future planning and decision-making.



Example / good practice

A sports club organising a cycling event decides to monitor three indicators: waste generated, percentage of participants using reusable water bottles and participant satisfaction with environmental measures. Data are collected during registration, throughout the event and through a short post-event survey.

The results show high participation in reusable bottle initiatives but lower than expected recycling rates. Based on these findings, the club increases the number of clearly marked recycling stations for future events and introduces additional participant information materials. Monitoring therefore provides practical evidence that directly supports improvement.

Suggested Environmental Indicators



- Amount of waste generated during an event.
- Percentage of waste separated for recycling.
- Number of single-use plastic items avoided.
- Number of water refill stations provided.
- Percentage of participants using sustainable transport options
- Number of environmental measures implemented.

Suggested Capacity-Building Indicators



Number of staff or volunteers trained.

Number of educational materials distributed.

Number of organisations participating in sustainability actions.

Number of new partnerships established.

Behavioural Indicators

- Number of participants reached through awareness activities.
- Percentage of participants reporting increased environmental awareness.
- Number of volunteers involved in environmental actions.

8.2 Evaluation of Sports Events, Campaigns and Training Activities

Evaluation helps organisations understand whether sports events, awareness campaigns and training activities have achieved their objectives and created meaningful environmental and educational impact. While monitoring focuses on collecting information, evaluation focuses on analysing results, identifying successes and areas for improvement, and supporting informed decision-making.
Evaluation should be planned from the beginning of every activity. Clear objectives and expected outcomes make it easier to determine whether an activity has been successful and whether resources have been used effectively.

When evaluating a sports event, organisers should assess both operational performance and environmental outcomes. Questions may include:

- Were the planned environmental measures implemented?
- Were participants informed and engaged?
- Were waste reduction and recycling targets achieved?
- Were sustainable transport options promoted and used?
- Which measures worked well and which require improvement?

8.2 Evaluation of Sports Events, Campaigns and Training Activities

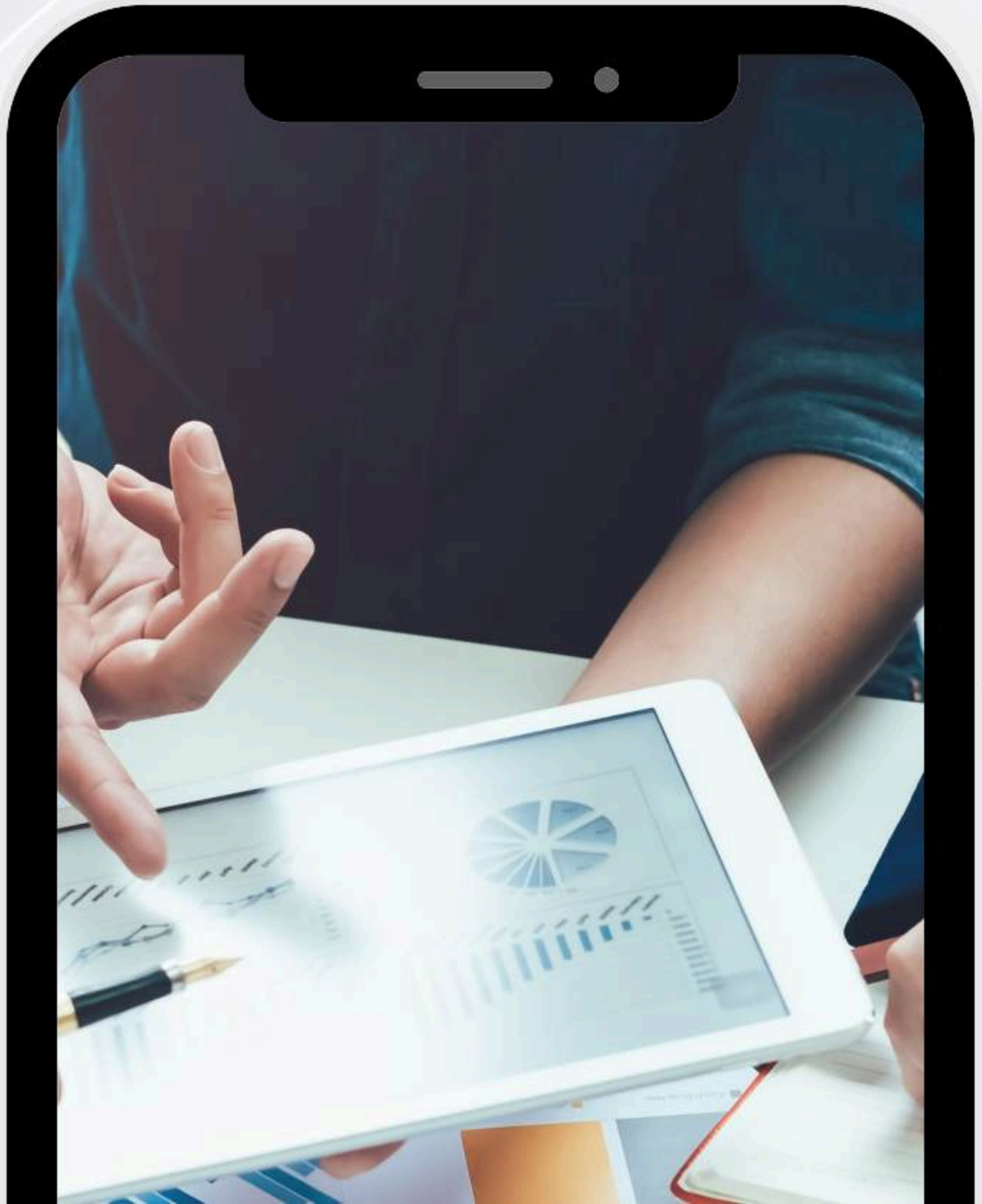
Awareness campaigns should be evaluated not only by participation, but also by whether they reached the right audience, communicated the key messages and encouraged more responsible behaviour.

Training should assess both what participants learned and whether they can apply it in practice.

Evaluation should combine simple quantitative data with feedback, observations or short surveys. The aim is to learn what worked, identify improvements and strengthen future sustainability activities.

Practical recommendations

1. Define evaluation criteria and expected results before implementation begins.
2. Combine quantitative data (numbers, percentages and indicators) with qualitative feedback from participants and stakeholders.
3. Evaluate environmental, educational and organisational outcomes together rather than examining them separately.
4. Collect feedback from organisers, participants, volunteers, teachers, coaches and partners whenever relevant.
5. Use evaluation findings to improve future events, campaigns and training activities.



Example / good practice

A municipality organises an environmental awareness campaign linked to a community sports event. Evaluation is conducted using participant surveys, volunteer feedback forms and monitoring data collected during the event.

The results show that participation levels exceeded expectations and environmental messages reached a large audience. However, survey responses indicate that participants would like more interactive activities and practical demonstrations. Based on these findings, organisers decide to introduce environmental challenges, digital learning tools and additional volunteer engagement activities during future events.

The evaluation process therefore provides evidence that supports continuous improvement and more effective future actions.

Suggested Environmental Indicators



- Participant satisfaction rate.
- Percentage of planned environmental measures implemented.
- Achievement of environmental targets.
- Number of participants reached through sustainability messages.
- Number of environmental actions completed during the event.

Suggested Campaign Evaluation Indicators



- Campaign reach.
- Audience engagement rate.
- Level of message recall and understanding.
- Number of citizens participating in campaign activities.

Suggested Training Evaluation Indicators

- Participant satisfaction rate.
- Knowledge improvement between pre- and post-training assessments.
- Percentage of participants completing the training programme.

8.3 Reporting Results and Improving Future Actions

Reporting helps turn monitoring and evaluation results into better future planning.
A short report should summarise what was done, what was achieved, the main challenges and possible improvements.
Reports should remain simple, clear and practical, focusing on the key results and lessons learned.

A useful report should include:

- A brief description of the activity.
- Objectives and expected outcomes.
- Key monitoring and evaluation results.
- Successes and achievements.
- Challenges and difficulties encountered.
- Feedback from participants and stakeholders.
- Recommendations for future improvement.
- Actions to be implemented in future activities.

8.3 Reporting Results and Improving Future Actions

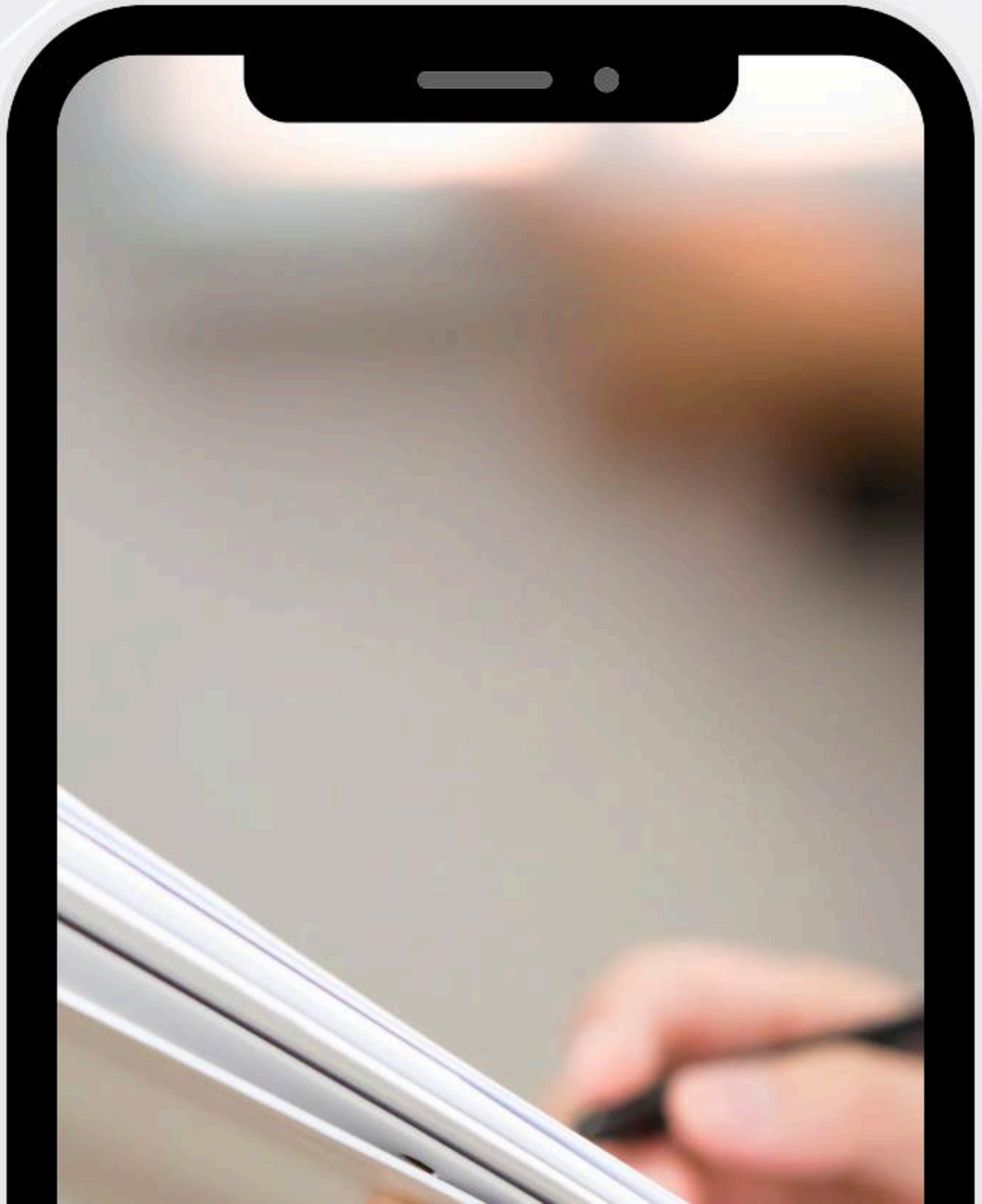
Reporting should be used as a learning and communication tool, not only as an administrative task. Results can be shared with staff, partners, municipalities, sports organisations, schools and local communities.

Short review meetings after activities can help identify what worked, what should improve and what actions should come next.

Lessons learned should inform future planning, communication and sustainability measures so that each new activity builds on previous experience.

Practical recommendations

1. Produce a short evaluation and lessons-learned report after every major activity.
2. Share findings with staff, volunteers, partners and other relevant stakeholders.
3. Focus on practical recommendations and improvement actions rather than only reporting statistics.
4. Discuss results collectively and identify concrete actions for future implementation.
5. Maintain a repository of reports and lessons learned to support organisational learning.



Example / good practice

Following a community sports event, organisers prepare a short report summarising participation levels, environmental performance indicators, feedback from participants and operational challenges. The report identifies strong participation in environmental awareness activities but highlights difficulties in waste separation due to insufficient signage.

During a review meeting, organisers agree to introduce larger information boards, additional volunteer support and improved waste collection points for future events. The findings are recorded and incorporated into the planning process for the following year.

As a result, reporting becomes a practical tool for continuous improvement rather than simply a record of completed activities.

Suggested Environmental Indicators

Number of activities reported and documented.

Percentage of planned environmental measures implemented.

Number of recommendations identified.



Improvement Indicators

- Number of improvement actions adopted.
- Percentage of recommendations implemented.
- Number of recurring challenges successfully addressed.

Knowledge-Sharing Indicators



Number of reports shared with stakeholders.

Number of review meetings conducted.

Number of organisations using lessons learned from previous activities.

Organisational Learning Indicators

- Number of procedures improved following evaluation.
- Number of sustainability measures introduced based on previous findings.
- Evidence of improvements between successive events or activities.

8.4 Integration into Annual Sports Calendars

Long-term impact comes when sustainability becomes part of regular planning, not a one-off activity.

Municipalities, sports organisations and schools should integrate environmental actions into their annual sports calendars and include them across events, competitions, school activities and community programmes.

This helps keep key messages visible, maintain participation and gradually strengthen sustainability practices over time.

8.4 Integration into Annual Sports Calendars

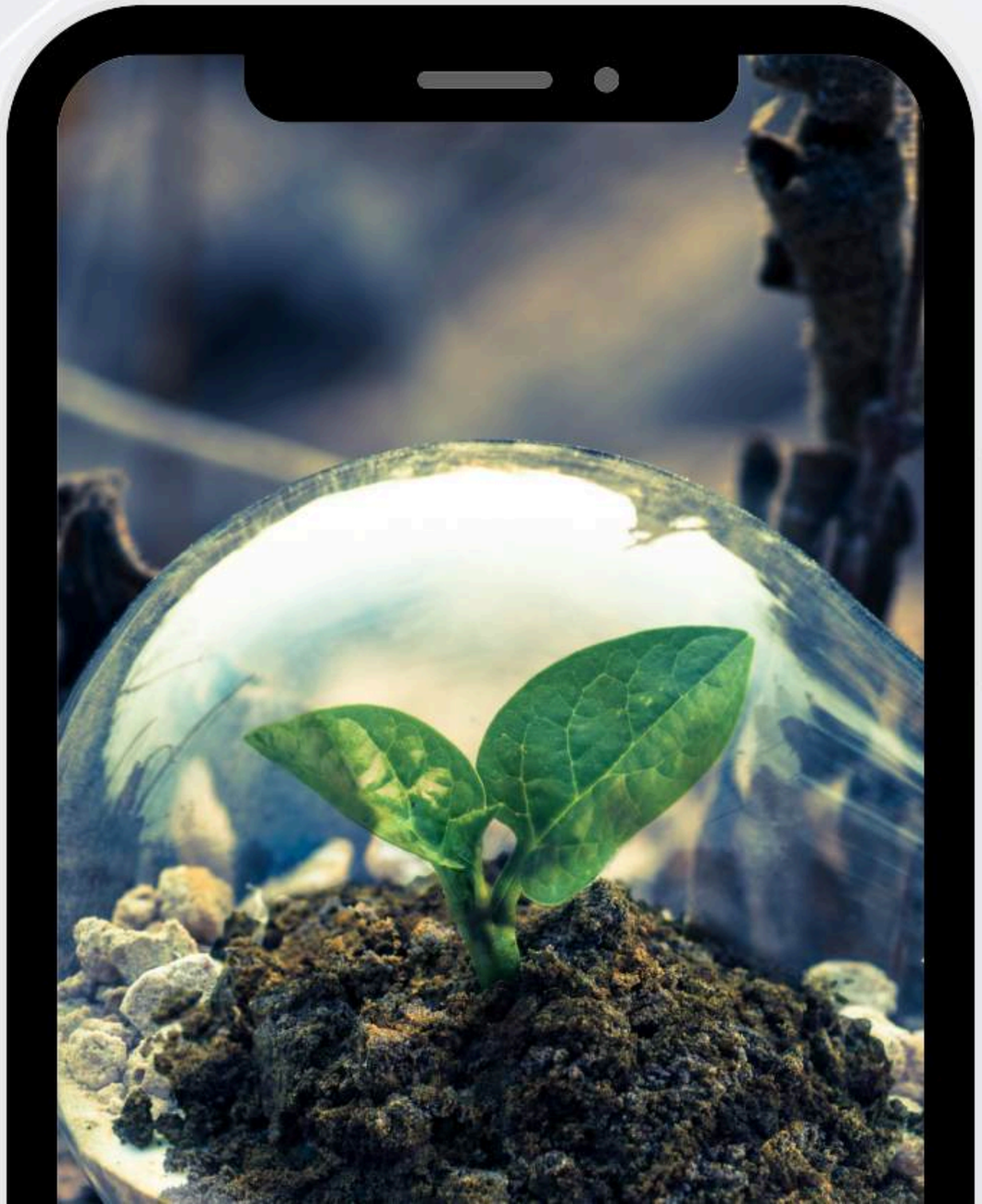
Annual sports calendars can include practical actions such as sustainable event management, waste reduction, plastic-free events, awareness campaigns, clean-ups, sustainable mobility, school challenges, volunteer programmes and biodiversity activities.

Organisations should set a few annual sustainability objectives, link them to key sports activities, assign responsibilities and monitor progress.

Monitoring and review should also be planned in advance so that sustainability remains part of regular sports planning and improves over time.

Practical recommendations

1. Include sustainability objectives when preparing annual sports programmes and event calendars.
2. Link each major sports activity to at least one environmental awareness or sustainability action.
3. Assign responsibilities and resources for sustainability measures during the planning stage.
4. Schedule monitoring, evaluation and review activities throughout the year.
5. Build on previous experience and progressively expand environmental actions over successive annual cycles.



Example / good practice

A municipality integrates sustainability measures into its annual sports calendar by ensuring that every major sports event includes at least one environmental component. Spring events include community clean-up activities, summer events promote reusable water bottles and waste reduction, autumn events focus on sustainable mobility and winter activities incorporate environmental education workshops.

Because sustainability actions are distributed throughout the year rather than concentrated in a single campaign, participants are repeatedly exposed to environmental messages and opportunities for engagement. This creates stronger long-term awareness and helps establish sustainability as a regular element of local sports culture.

Suggested Integration Indicators

Planning Indicators

1

- Percentage of annual sports events including sustainability actions.
- Number of planned environmental awareness activities.
- Number of sustainability objectives incorporated into annual plans.

Implementation Indicators

2

- Number of sustainability actions implemented during the year.
- Number of participants involved in environmental activities.
- Number of volunteer environmental initiatives organised.

Continuous Improvement Indicators

3

- Percentage of planned actions completed.
- Number of improvements introduced based on previous evaluations.
- Number of sustainability measures maintained across multiple years.

Institutionalisation Indicators

4

- Existence of an annual sustainability action plan.
- Allocation of resources for sustainability initiatives.
- Inclusion of sustainability requirements in event planning procedures.
- Number of departments or organisations involved in implementation.

8.5 Integration into Annual Sports Calendars

The long-term value of sustainability initiatives increases when successful approaches are shared and adapted by other organisations.

Transfer does not mean copying activities exactly. Municipalities, schools and sports organisations should adapt good practices to their own resources, capacity and local needs.

The GreenMascot Toolkit supports this by providing flexible tools, templates, checklists and educational resources that can be used in different sports and local contexts.

A practical transfer process may include:

Partnerships play an important role in successful transfer and scale-up. Municipalities, schools, sports organisations, environmental organisations and community groups can exchange experiences, jointly organise activities and support each other in implementing sustainability actions. Peer learning and networking often reduce the effort required to introduce new practices and increase the likelihood of successful implementation. Organisations are encouraged to document successful initiatives and make materials available whenever possible. Sharing templates, educational resources, communication materials and lessons learned can help other organisations avoid common challenges and accelerate implementation.

1. Identifying a successful initiative, tool or practice.
2. Assessing its relevance to the local context.
3. Adapting the activity to local needs and available resources.
3. Testing the approach through a pilot implementation.
4. Monitoring and evaluating results.
5. Basic monitoring data
6. Sharing lessons learned with other organisations and stakeholders.

The ultimate objective is to create a growing community of municipalities, schools and sports organisations that actively use sport as a tool for environmental awareness, behavioural change and sustainable development.

Practical recommendations

1. Start by transferring small and proven actions before scaling up to larger initiatives.
2. Adapt tools and activities to local realities rather than attempting direct replication.
3. Build partnerships with other municipalities, sports organisations, schools and environmental stakeholders.
4. Share educational materials, lessons learned and implementation experiences whenever possible.
5. Use monitoring and evaluation results to demonstrate impact and encourage wider adoption.



Example / good practice

A municipality successfully introduces a sustainable sports event model that includes volunteer environmental teams, waste separation measures and environmental awareness activities. Following evaluation and documentation of the results, the municipality shares its templates, checklists and lessons learned with neighbouring municipalities.

The neighbouring municipalities adapt the approach to their own events and local conditions. Although implementation differs between locations, the core sustainability principles remain the same. Over time, multiple municipalities adopt similar approaches, increasing the overall environmental impact and creating opportunities for cooperation and knowledge exchange.

Suggested Transfer Indicators

Adoption Indicators

1

- Number of municipalities using toolkit resources.
- Number of sports organisations adopting sustainability measures.
- Number of schools implementing toolkit activities.
- Number of organisations replicating identified good practices.

Knowledge Sharing Indicators

2

- Number of toolkit resources shared externally.
- Number of networking or experience-exchange activities organised.
- Number of organisations participating in peer-learning activities.

Scale-up Indicators

3

- Number of activities expanded beyond the original target group.
- Number of new communities reached.
- Number of partnerships created to support implementation.
- Number of sustainability actions maintained after initial implementation.

Impact Indicators

4

- Evidence of environmental improvements resulting from replicated actions.
- Evidence of behavioural change among new target groups.
- Continued use of toolkit resources beyond initial implementation.
- Number of organisations integrating sustainability actions into annual planning processes.

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